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ABSTRACT

The guide presents instructional materials for teaching developmentally delayed children from birth to 6 years old. The following five instructional areas are covered (with sample activities in parentheses): gross motor (demonstrates a tonic-neck reflex, demonstrates ability to bear almost full weight, and crawls backward down three steps): fine motor (clenches fist on contact, folds and creases paper, and copies a circle) : language development (turns head and maintains eye contact, brings object from another room, and names a missing object): social/emotional development (identifies self in photo, apologizes when appropriate, and raises hand for attention); self help skills in the areas of eating/drinking (uses a spoon), toileting (indicates by gesture when wet), washing/grooming (brushes teeth independently), dressing (removes underpants), and safety (demonstrates dialing own number). Each activity included in the instructional materials lists the target behavior, a performance objective, the materials needed, and suggestions for instruction. (PHR)

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SONOMA DEVELOPMENTAL CURRICULUM

Instructional Programs

Volume II

EC 121 324

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Tony Apolloni

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The Sonoma Developmental Curriculum is dedicated to Jessamyn Delight, the daughter of one of the Sonoma Developmental Curriculum's primary authors, Dede Sabbag.

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GROSS MOTOR 1.0

Demonstrates Tonic-Neck Reflex 1.1

PERFORMANCE OBJECTIVE:

When teacher offers object and calls "turn head" while student is lying on stomach, student will turn head to the right with right arm extended and left arm and right leg flexed, then turn head to the left with arm extended and right arm and left knee flexed. Student will demonstrate tonic-neck reflex one out of one attempts.

MATERIALS:

A preferred object

SUGGESTIONS FOR INSTRUCTION:

1. Place student on stomach, turn head to the right, extend right arm and flex left arm and right knee. Teacher will sit to the left of the student and call to the student while offering object. Wait 20 seconds for student to turn head and resume "fencers stand." If no response, turn student's head to the left, extend left arm, then position right arm and left knee. Repeat on other side.

2. Reward each correct trial with verbal praise and time to use object.

3. Repeat step 1, turning head only half way.

4. Repeat step 1, turning head only one quarter way, and position only arms.

5. Repeat step 1, lightly touching student's head, and position only arm extended.

6. Student will independently turn head and reposition limbs when called to by the teacher and offered an object.

Demonstrates Raising Head 1.2

PERFORMANCE OBJECTIVE:

With teacher positioned in front of student and holding a desirable object over student's head, with student lying on stomach, student will raise head independently 30-40 degrees. Student will raise head independently one out of one attempts.

MATERIALS:

Preferred object (rattles, bells, etc.)

SUGGESTIONS FOR INSTRUCTION:

1. Place student on stomach. Teacher will sit in front of student and offer an object, just out of reach, about one inch off the floor, so that student will have to turn head to see object. Call to student. Reward by shaking or moving object.
2. Repeat step 1, increasing altitude of object to three inches.
3. Repeat step 1, increasing altitude of object to five inches.
4. Repeat step 1, increasing altitude of object so that student must raise head 30-40 degrees.

Demonstrates Ability to Rotate Head 1.3

PERFORMANCE OBJECTIVE:

When teacher calls and holds a preferred object, while student is lying on back, student will move head from side to side. Student will move head from side to side three out of four trials.

MATERIALS:

Preferred object (bells, rattle,etc.)

SUGGESTIONS FOR INSTRUCTION:

1. Place student on back. Offer object on right side of student, and call to student. Wait 15 seconds for student to start to move head then turn head to the side. Repeat on the left side.
2. Repeat step 1, turning student's head 3/4 of the way.
3. Repeat step 1, turning student's head 1/2 of the way.
4. Repeat step 1, turning student's head 1/4 of the way.
5. Repeat step 1, lightly tapping student's head in appropriate direction.
6. Student will move head to the right and then to the left three out of four trials independently.

Rolls from Stomach to Back 1.4

PERFORMANCE OBJECTIVE:

When teacher offers an object, with student lying on stomach, student will roll from stomach to back independently and grasp object overhead. Student will roll from stomach to back one out of one attempt.

MATERIALS:

Preferred object

SUGGESTIONS FOR INSTRUCTION:

1. Place student on stomach. Offer an object to the student from the right side about 12 inches off the floor. Call to student. Wait 10 seconds for student to begin to turn towards object, then fold student's right arm under chest, flex left leg and move body over onto back. Immediately give student the object. Repeat on the other side of the body.
2. Repeat step 1, turning the student only 3/4 of the way.
3. Repeat step 1, turning the student 1/2 of the way.
4. Repeat step 1, turning student 1/4 of the way.
5. Repeat step 1, lightly tapping student in direction to be moved.
6. Repeat step 1, without positioning student for roll.
7. Repeat step 1, student will roll from stomach to back independently.

Elevates Self on Forearms 1.5

PERFORMANCE OBJECTIVE:

When teacher holds object above head while student is lying on stomach, student will hold head off surface and support upper body (shoulders and head) with forearms positioned directly under chest. Student will demonstrate ability to elevate self on forearms for three seconds one out of one times.

MATERIAL:

Preferred object

SUGGESTIONS FOR INSTRUCTION:

1. Place student on stomach. Teacher will sit in front of student holding an object in such a way that the student must elevate onto forearms to see it. Call to student. Wait 10 seconds for student to begin to elevate, then raise student by lifting forehead. Reward by shaking or moving the object or allowing student to use it.
2. Repeat step 1, raising student 3/4 of the way.
3. Repeat step 1, raising student 1/2 of the way.
4. Repeat step 1, raising student 1/4 of the way.
5. Repeat step 1, lightly touching forehead.
6. Repeat step 1, student should raise self onto forearms supporting head and shoulders independently.

Holds Head Steady While Sitting With Support 1.6

PERFORMANCE OBJECTIVE:

When teacher offers an object in front of student and calls "look at this" while student has been raised to a sitting position with support, student will hold head steady. Student will hold head steady while sitting with support for five seconds one out of one attempts.

MATERIALS:

Preferred object

SUGGESTIONS FOR INSTRUCTION:

1. Lay student on back. Hold student's arms and hands and pull to a sitting position. Support student in sitting position.
2. When student is sitting in a supported position, hold an object in front of student for focusing on. Call "look at this", and wait five seconds for student to steady head. If no response, hold student's head between teacher's arms for five seconds. Immediately give student object.
3. Repeat steps 1 & 2, holding arms about 1 inch from student's head, steady only when needed.
4. Repeat steps 1 & 2, holding arms 2 inches from student's head.
5. Repeat steps 1 & 2, holding arms 4 inches from student's head.
6. Repeat steps 1 & 2, student will independently sit with support and hold head steady for five seconds, one out of one time.

Lifts Head While Lying on Back 1.7

PERFORMANCE OBJECTIVE:

When teacher offers an object while student is lying on back, student will lift head two to three inches off surface. Student will lift head for two seconds, two out of three attempts.

MATERIALS:

Preferred object or food

SUGGESTIONS FOR INSTRUCTION:

1. Place student on back. Hold up object so sutdent can see it, move it toward the feet so that the student has to lift head to see it. Wait five seconds, then lift student's head. Give student object/food immediately.

2. Repeat step 1, lifting student's head about one inch off the surface, requiring the student to lift up another inch.

3. Repeat step 1, lifting the student's head just off the surface.

4. Repeat step 1, student will lift head off surface independently for two seconds, two out of three trials.

Bringing Both Hands to Midline to Touch Object 1.8

PERFORMANCE OBJECTIVE:

When teacher holds object in direct line of vision while student is sitting, student will bring both hands to midline to touch object. Student will touch object within five seconds for three out of three trials for four days, no assistance.

MATERIALS:

Rattle or any other colorful, noisy or rewarding object

SUGGESTIONS FOR INSTRUCTION:

1. Dangle or hold object in direct line of vision and say, "(name), get the object." If both hands come to midline to get the object, reward and mark correct response. If incorrect response, do:
2. Have object in line of vision and, while saying "get the object", give total physical assistance to get object. Place your hands over student's and bring them to midline.
3. Gradually lessen physical assistance. Place your hands over student's and bring them 3/4 of the way to midline, while verbalizing, "get the object." Allow student to complete task.
4. Further reduce physical assistance by placing your hands over student's and bringing them 1/2 way to midline. Allow student to complete task.
5. Further reduce physical assistance by bringing student's hands only 1/4 way to midline.
6. Repeat steps 2-5 until no assistance is needed and student initiates and completes grasp on his own.
7. For post-test, repeat step 1.

Pushing One Foot at a Time Against Pressure 1.9

PERFORMANCE OBJECTIVE:

When lying on back with knee brought up to chest, student will push one foot at a time (alternating feet) against pressure applied to sole of foot. Student will demonstrate ability to push foot against pressure within three seconds of request, "Push, (name)", three out of four trials for four days, no assistance. Two feet independently and alternately pushed is one trial.

MATERIALS:

None

SUGGESTIONS FOR INSTRUCTION:

1. After correct positioning, with hand placed against sole of foot, say "Push, (name)". If unassisted pushing occurs, reward and mark correct response. If incorrect response, do:
2. Correct positioning, and with one hand push heavily on top of student's knee so that leg begins to straighten, thereby applying pressure to hand against sole. Say, simultaneously, "push."
3. Repeat procedure with other leg and foot.
4. Correct positioning, and with free hand, push with medium pressure against student's knee so that leg begins to straighten, saying, "push".
5. Repeat with other leg and foot.
6. Correct positioning, and with free hand, push with light pressure on top of knee so that leg straightens, saying, "push."
7. Repeat with other leg and foot.
8. Repeat steps 2-7 until independent pushing occurs.
9. For post-test, repeat step 1.

Crawls on Stomach and Pulls with Arms to Reach Object 1.10

PERFORMANCE OBJECTIVE:

When student is in prone position on floor, with enticing object in line of vision, student will crawl on stomach and pull with arms to get object one foot out of reach. Student will reach for object within fifteen seconds of request, "get the (object)", four times in five trials for four days with no assistance.

MATERIALS:

Colorful, noisy, or rewarding object

SUGGESTIONS FOR INSTRUCTION:

1. After proper positioning, say, "get the object." If unassisted crawling occurs, reward and mark correct response. If incorrect, do:

2. Correct positioning, and give total physical assistance. Kneel beside or over student and with your hands placed under his trunk, lift him and move him in a swim-like crawl pattern to the enticing object, saying, "get the object."

3. Correct positioning, and give medium physical assistance. Kneel beside or over student and with your hands placed under his trunk, lift him and move him almost 3/4 of the way to the object. Say, "get the object", and allow him to complete move.

4. Correct positioning, and give light physical assistance. Kneel beside or over student and with your hands placed under his trunk, lift him only 1/2 of the way to the object.

5. Correct positioning, and give little physical assistance. Kneel beside or over student and with your hands placed under his trunk, lift him only 1/4 of the way to the object.

6. Repeat steps 2-5 until independent crawling and grasping of object is achieved.

7. For post-test, do step 1.

Demonstrates Ability To Bear Almost Full Weight 1.11

PERFORMANCE OBJECTIVE:

When brought to standing position (either facing or turning away from teacher) by being held under arms and with most of support having been taken away, student will bear almost full weight with some support by independently extending legs and pressing both feet against floor (toes and heels). Student will bear full weight for minimum of 3 seconds, 4 times out of 5 trials for 5 days.

MATERIALS:

None

SUGGESTIONS FOR INSTRUCTION:

1. With student brought to standing posture, let go of some support under arms. If some weight is borne, reward and mark correct response.
2. If student responds incorrectly, bring to correct posture and raise student up, then bring down, making sure legs flex. Then straighten legs by giving total physical assistance: with one arm now supporting student's arms, bring free arm to press heavily against knees and hand to press heavily down on ankles to anchor feet to floor.
3. Bring to correct posture and raise student up and then bring down. Give medium physical assistance: with one arm supporting under student's arms, bring free arm to press with medium pressure against knees and hand to press with medium pressure down on ankles.
4. Bring to correct posture and raise student up and then bring down. Give light physical assistance: with one arm supporting under studnet's arms, bring free arm to press lightly against knees and hand to press lightly down on ankles.
5. Repeat steps 2-4 until student bears most of own weight independently.
6. For post-test, do step 1.

Rolls From Back to Side Unassisted 1.12

PERFORMANCE OBJECTIVE:

When teacher places given object on left side of student and gives verbal command, "roll", student will roll from back to left side unassisted. Student will roll to left side within 5 seconds of command, 4 times out of 4 non-successive trials for 4 days.

MATERIALS:

Any noisy and/or colorful and rewarding object

SUGGESTIONS FOR INSTRUCTION:

1. After initial supine positioning, with rewarding object placed on left side of student (to be reached after roll is done), request "Roll, and get the object". If independent rolling occurs, reward and mark correct response. If incorrect, do:

2. After initial supine positioning, give total physical assistance. Bend student's left leg and bring his right leg over left one and bring extended right arm over bent left arm until student is lying on his side and able to grasp rewarding object in line of vision.

3. When contact is made with object, hold in side position for a few seconds.

4. After initial supine positioning, give partial physical assistance. Bend left leg and bring right leg over left leg and bring right arm over left arm to only 1/2 way position so that student has to complete other 1/2 way to side himself.

5. Repeat step 3.

6. After initial supine positioning, give little physical assistance. Bring right leg and arm over bent left leg and arm only 1/4 way to side position so that student

has to complete 3/4 of side roll himself.

7. Repeat step 3.
8. Repeat steps 2-7 until independent side rolling occurs.
9. For post-test, do step 1.

Rolls From Back to Stomach 1.13

PERFORMANCE OBJECTIVE:

Given verbal command, "Roll and get the object" and visual cue of seeing object placed within reach after roll is completed, student will roll from back to stomach unassisted. This program is for rolling from left side. Student will demonstrate ability to roll from back to stomach within 10 seconds of command, four times out of four non-successive trials for four days.

MATERIALS:

Bells, or any other rewarding, noisy, colorful object

SUGGESTIONS FOR INSTRUCTION:

1. After initial supine (back-lying) positioning and placing of object, request, "Roll, and get the object." If independent rolling occurs, reward and mark correct response. If incorrect, do:

2. After initial supine positioning, give total physical assistance: bring right leg over to floor such that knee faces down to floor and bring right arm over to floor such that it too faces down, and make sure face is turned down ready to look at and grasp the object. Simultaneously say "Roll, and get the object".

3. Leave in this position for a few seconds.

4. After initial supine positioning, give partial physical assistance: bring right leg and arm over only 1/2 way to floor so that student has to complete other 1/2 roll himself to get the object. Simultaneously say, "Roll, and get the object".

5. Leave in this position for a few seconds.

6. After initial supine positioning, give little physical assistance: bring right leg and arm over only 1/4 of the way so that student has to complete 3/4 of the roll himself to get the object. Simultaneously say, "Roll

and get the object."

7. Repeat steps 2-6 until independent rolling occurs.
8. For post-test, do step 1.

Sits Without Support 1.14

PERFORMANCE OBJECTIVE:

When placed on a level surface, student will maintain a sitting posture with an erect trunk for one minute without support. Student will demonstrate ability to sit without support for 1 minute, 80% of trials across three days.

MATERIALS:

Chair

SUGGESTIONS FOR INSTRUCTION:

1. Place student in a chair with back supported by the chair. Teacher supports student by holding student around trunk with both hands. Teacher then removes one hand.
2. Repeat step 1, removing both hands.
3. Place student on the floor. Teacher places hand on student's back for support. Remove hand for two seconds.
4. Repeat step 3, removing hand for five seconds.
5. Repeat step 3, removing hand for ten seconds.
6. Repeat step 3, removing hand for twenty seconds.
7. Repeat step 3, removing hand for one minute.

Supports Weight on Legs 1.15

PERFORMANCE OBJECTIVE:

When held upright, with feet on flat surface, student will bear weight on legs for two minutes. Student will support weight on legs for two minutes, 80% of trials across three days.

MATERIALS:

None

SUGGESTIONS FOR INSTRUCTION:

1. While sitting, teacher supports student by holding student's body between teacher's knees. Straighten student's legs and place his feet on the floor. Hold student's knees to prevent them from bending. Remove hands for two seconds.
2. Repeat step 1, removing hands for ten seconds.
3. Repeat step 1, removing hands for thirty seconds.
4. Repeat step 1, removing hands for one minute.
5. Repeat step 1, removing hands for two minutes.

Demonstrates Ability to Bounce for 5 Seconds 1.16

PERFORMANCE OBJECTIVE:

When held upright, with feet on flat surface, student will bounce two times in five seconds by bending knees and pushing with feet. One bounce consists of bending and pushing. Student will bounce for five seconds, 80% of trials across three days.

MATERIALS:

None

SUGGESTIONS FOR INSTRUCTION:

1. Teacher holds student in upright position, with teacher's hands around student's trunk and student's feet on a flat surface. Bend student's knees while gently pushing student's body down. Then lift student's body up.
2. Repeat step 1, waiting two seconds before each prompt.
3. Repeat step 2, until student is able to bounce one time in five seconds without prompt.
4. Repeat step 2 until student is able to bounce two times in five seconds.

Pivoting Body While in Crawling Position 1.17

PERFORMANCE OBJECTIVE:

When in crawling position, student will pivot body by turning upper torso and arms to grasp item which teacher has placed to the right. Student will pivot body while in crawling position 80% of trials across three days.

MATERIALS:

Appropriate item

SUGGESTIONS FOR INSTRUCTION:

1. Place student in crawling position. Place item to the right of student. Bend student's right elbow so student will shift weight to left side of body. Lift right arm and place student's hand on item.
2. Repeat step 1 reducing prompt for reaching to a nudge of the hand.
3. Repeat step without prompting for reaching.
4. Place item to the right of student, but slightly back near the knees. Slide student's right arm toward object, then left arm. Student then grasps item.
5. Repeat step 4 reducing prompt for sliding to a nudge of the hands.
6. Repeat until student can pivot without prompt.

Creeps With Stomach and Chest Off Ground 1.18

PERFORMANCE OBJECTIVE:

When placed on floor in a crawling position, student will maintain crawling position, with stomach and chest off the floor, and propel himself forward using opposite knee and arm for five feet. Student will creep with stomach and chest off the ground for 80% of trials across three days.

MATERIALS:

Appropriate item

SUGGESTIONS FOR INSTRUCTION:

1. Place student on floor in a crawling position. Place an item in front of student, but out of reach.
2. Move student's right hand forward a few inches while moving his left leg forward. Repeat on alternate side.
3. Reduce prompt to exerting pressure behind student's right arm and left leg. Repeat on alternate sides.
4. Reduce prompt to a push to get student started.
5. As student is able to move independently, lengthen distance of toy to five feet.

Shifts From Lying to Sitting and Sitting to Lying Position 1.19

PERFORMANCE OBJECTIVE:

When placed on level surface in lying position, student will shift from lying position to sitting and then shift back to lying position. Student will shift from lying to sitting and from sitting to lying position for 80% of trials across three days.

MATERIALS:

None

SUGGESTIONS FOR INSTRUCTION:

1. Place student on floor in lying position. Turn student on left side, knees bent, left arm extended upward and right arm bent with palm flat on floor. Teacher places one hand under student's side and pushes upward, while keeping student's right hand flat on floor. Push until student's torso is 1/4 way up to sitting position.
2. Repeat step 1, reducing prompt for turning and prompt for lifting to a nudge.
3. Repeat step 2 until student can raise body to position where both arms are extended and both palms are flat on the floor.
4. Lift right arm so weight is supported by left arm. Raise student's body to sitting position.
5. Repeat step 4, reducing prompt to a nudge on side.
6. Arrange student's legs in a sitting position.
7. Repeat step 6, reducing prompt to a tap on the legs.
8. Extend student's legs on left side of body and place hands on floor palms down. Place student's legs in bent knee position.

9. Slide student's hands farther away from body on left side, until student is in lying position.

10. Repeat step 8 and 9 reducing prompt to a nudge.

11. Repeat step 10 until student is able to shift from lying to sitting and from sitting to lying position without prompts.

Sits Independently and Steadily 1.20

PERFORMANCE OBJECTIVE:

When placed in sitting position on level surface, student will sit independently and steadily for five minutes. Student will demonstrate ability to sit independently for five minutes, 80% of trials across three days.

MATERIALS:

Appropriate item

SUGGESTIONS FOR INSTRUCTION:

1. Place student on floor in sitting position. Teacher places hand on student's back to help student find balance. Teacher removes hand for 30 seconds. Give student item to hold when sitting independently.
2. Repeat step 1, removing hand for one minute.
3. Repeat step 1, removing hand for two minutes.
4. Repeat step 1, removing hand for three minutes.
5. Repeat step 1, removing hand for five minutes.

Maintains Balance While Turning From Side to Side 1.21

PERFORMANCE OBJECTIVE:

When placed in sitting position, student will maintain balance while turning from side to side. Student will maintain balance while turning from side to side in a sitting position for 80% of trials across three days.

MATERIALS:

Appropriate item

SUGGESTIONS FOR INSTRUCTION:

1. Place student on floor in sitting position. Hold item to the right of student. Turn student's torso, by pulling on shoulder. If student does not reach for item, guide his right hand to item.
2. Repeat step 1 on alternate side.
3. Repeat steps 1 and 2, reducing prompt for turning to a tap on the shoulder.
4. Hold item to right of student and let student grasp item. Pull item across student's midline to left side.
5. Hold item to right of student. As student attempts to grasp item, move item in front and across midline.
6. Repeat step 5, moving item across midline to left side.

Stands With Support 1.22

PERFORMANCE OBJECTIVE:

While holding onto an object for support, student will be able to stand. Student will demonstrate ability to stand with support for one out of two attempts.

MATERIALS:

Chair or similar item student can use for support

SUGGESTIONS FOR INSTRUCTION:

1. Stand student behind chair and place student's hands over back of chair. Teacher places hands over the top of the student's hands.
2. If student's legs start to bend, teacher holds student's hands with one hand and straightens student's legs with the other by pressing on the student's knee caps.
3. Repeat steps 1 and 2 until student stands without assistance. Deliver reinforcement contingent upon each attempt by student to stand independent of teacher assistance.

Demonstrates Ability to Pull Self to Knees 1.23

PERFORMANCE OBJECTIVE:

While holding onto an object for support, student will pull self to knees to reach preferred object. Student will pull self to knees with support for two out of two attempts.

MATERIALS:

Small table, rattle or similar item (may be preferred object of student)

SUGGESTIONS FOR INSTRUCTION:

1. Sit student on floor, legs extended. Place rattle on edge of table and student's hands on top of table.
2. Fold student's legs to left side. Push right side of bottom gently, letting student do as much pulling with arms as he is able. Push gently until student is sitting on legs. Push gently until student is supporting weight on knees. Reinforce.
3. Repeat steps 1 and 2 until child requires no assistance to pull self to knees to retrieve object on table.

Pulls Self to Standing Position 1.24

PERFORMANCE OBJECTIVE:

With student on floor in front of chair or table, with preferred object in eyesight, student will pull self to a standing position while holding onto an object for support. Student will pull self to standing position, unassisted, two out of two attempts.

MATERIALS:

Chair or table, preferred object

SUGGESTIONS FOR INSTRUCTION:

1. Sit student on floor in front of chair or table. Place object within student's eyesight on top of chair or table.
2. Place student's hands on chair. Fold student's knees up until his feet are resting flat on the floor. Push on student's bottom until student begins pulling self up. Reinforce.
3. Repeat steps 1 and 2 until student requires only a pat on the bottom to assist pulling self up. Reinforce.
4. Repeat step 3 until student requires no assistance to pull self up.

Lowers Self to Sitting Position 1.25

PERFORMANCE OBJECTIVE:

While standing next to table, holding rim of table for support, student will lower self from a standing to a sitting position. Student will lower self to a sitting position, with support, for two out of two attempts.

MATERIALS:

Table, ball

SUGGESTIONS FOR INSTRUCTION:

1. Place ball on top of table. Stand student next to table with student holding onto rim of table for support.
2. Place ball on floor. Bend student's legs at knees with student lowering self, with hands still holding table rim, until knees are on floor.
3. When student is on knees, gently push his body to one side, shifting his body weight so student is sitting. Give the student the ball,
4. Repeat above steps until student bends knees requiring only a tap on the back of his knees.
5. Repeat step 4 until student sits to retrieve ball holding onto support.

Demonstrates Ability to Straddle-toddle 1.26

PERFORMANCE OBJECTIVE:

Using a chair for support, student will demonstrate ability to straddle-toddle, unassisted, for a distance of five feet within three minutes.

MATERIAL:

Chair, walker

SUGGESTIONS FOR INSTRUCTION:

1. Place back of chair in front of student. Place student's hands on back of chair and place teacher's hands on top of student's.
2. Push chair forward so student will take a step. If student attempts to take a step, reinforce. If no attempt is made, move one foot forward, then the other. Reinforce.
3. Repeat steps 1 and 2 until student improves balance.
4. Gradually fade physical assistance by moving hands up student's arm until he is stepping independently while pushing chair. Praise by saying, "Good walking."
5. Remove chair and place student in front of teacher. Teacher should hold out both hands and let student grasp them. Say to student, "Walk to me." Teacher slowly moves backward, letting student hold onto teacher's hands for support.
6. Teacher gradually holds hands further away from student until they are five feet away from student and student is walking to teacher independently.

Moves from Sitting to Standing Position 1.27

PERFORMANCE OBJECTIVE :

By twisting trunk, rolling to hands and knees position and flexing one knee to chest with that foot on floor, student will push to a standing position. Student will move from a sitting to a standing position, without support, for two out of two attempts.

MATERIALS:

None

SUGGESTIONS FOR INSTRUCTION:

1. Sit student on floor. Say "(name), stand up". At this time assist student by helping him rotate at trunk until he is on his hands and knees.

2. Now assist student in placing one foot flat on floor under his chest. Now place the other foot flat on floor.

3. Now assist student to standing position by gently pushing student up from the hips. Reinforce when student is fully standing.

4. Repeat steps 1-3. Wait three seconds before each step to see if student requires assistance. Provide necessary assistance and repeat steps 1-3 until student stands without assistance.

Walks Sideways With Support 1.28

PERFORMANCE OBJECTIVE:

When holding onto support and requested to walk, student will walk sideways. Student will walk sideways, with support, five feet within one minute of request, 4/5 trials, 3 consecutive days.

MATERIALS:

Uncarpeted floor preferred. Rail or bar with minimum length of five feet. Age appropriate materials for reward.

SUGGESTIONS FOR INSTRUCTION:

1. Teacher models step apart, slide gait while holding support.
2. Stand student facing left end of support, place hands on bar saying, "Hold on."
3. Hand shape student through the step-slide foot pattern by placing student's feet one foot apart. Slide left foot to right foot. Slide student's hands on bar to match foot position if necessary. Then slide right foot one foot away from left foot. Slide left foot to right foot saying, "Slide" with each sliding motion.
4. Continue motions to end of support.
5. Reward with chosen material.
6. Re-position student at beginning point on support.
7. Repeat steps 2-5.
8. Reinforce all independent attempts.

9. Fade physical prompt by moving right foot only - use verbal prompt "Slide" for positioning left foot and hands on support.

10. Fade all physical prompts to verbal. Say "Slide - slide" for each foot movement.

11. Position child at beginning of support. Teacher stands at end of rail and says "Walk to me". Reinforce all independent attempts.

12. Repeat steps 1-11, starting on the right end of the support and using opposite leg positions to teach sideways walking to the left.

Stands Without Support 1.29

PERFORMANCE OBJECTIVE:

When placed on feet in an upright standing position, feet one foot apart, student will stand in this position without support. Student will stand without support for 10 seconds four out of five attempts.

MATERIALS:

Age appropriate and child specific materials for reward

SUGGESTIONS FOR INSTRUCTION:

1. Stand student with feet about one foot apart for balance. Hold student's hands in front of him until balance is attained. Release student's hands and count off two seconds aloud (1,2). Student should stand for two seconds independently. Reward.

2. Repeat step 1 until student achieves five seconds, eight seconds, and ten seconds.

3. Reward all independent attempts.

4. If student does not try to balance self independently, place hand on student's back for support. Gradually fade this support by going from hand to one finger on student's back to no assistance.

Crawls Up Three Steps 1.30

PERFORMANCE OBJECTIVE:

Upon request, student will crawl up three steps without aid by placing hands first and raising knee to step. Student will demonstrate ability to crawl up three steps within two minutes of request four out of five attempts.

MATERIALS:

Regular staircase or set of stairs with 6"-8" risers. Age and interest appropriate materials for reward.

SUGGESTIONS FOR INSTRUCTION:

1. Place student at bottom of stairs on hands and knees.
2. Have peer model go up the stairs. Reward.
3. Place reward on fourth step. Say, "Crawl up the step and get the ________."
4. If trial is successful, give reward and continue until criterion is met. Reward each successful attempt.
5. If trial is unsuccessful, handshape procedure by teacher positioning student at bottom of stairs in crawl position.
6. Place student's hands on first step 12"-18" apart depending on student's size, and lift one knee at a time onto step, placing knees between hands. Verbally praise.
7. Repeat step 6 procedure for stair steps two and three. Reward after student has reached the third step.
8. Reward all independent attempts.
9. Gradually decrease physical prompts by placing student's hands only on stairs, and saying "You crawl." Reward if successful approximation is made.

10. Use no physical prompts and repeat step 3.

11. If successful, repeat step 4.

12. If unsuccessful, repeat steps 5-10.

Crawls Backwards Down Three Steps 1.31

PERFORMANCE OBJECTIVE:

Upon request, student will crawl down three steps backwards on hands and knees, unaided. Student will crawl down steps within three minutes of request, four out of five attempts.

MATERIALS:

Regular staircase or set of stairs with 6"-8" risers. Age and interest appropriate materials for reward.

SUGGESTIONS FOR INSTRUCTION:

1. Position student on third step from bottom on hands and knees (crawling position) facing backwards.
2. Squat two steps below student and move student's right knee to second step, then move left knee to second step.
3. Reach around student and place right hand just above and to the right of right hand, (approximately three inches). Repeat procedure for left hand. Verbally praise student.
4. Move down one step and repeat for next two steps. Verbally praise student after completion of each step.
5. Reward at completion of final step.
6. Fade physical assistance by placing only student's knees on steps. Student must place hands on step independently.
7. Continue verbal praise and reward all independent attempts.
8. Discontinue placing knees on steps after student is independently placing hands on steps. Student must move arms and legs independently.
9. If successful, continue until criterion is met. Reward each successful trial.
10. If unsuccessful, repeat steps 1-8.

Rolls a Ball 1.32

PERFORMANCE OBJECTIVE:

When seated on floor, legs apart and given a large ball, student will, upon request, push the ball with one or both hands so that it rolls at least two feet. Student will roll ball within 10 seconds, four out of five attempts.

MATERIALS:

Large ball (5"-8"). Age and interest appropriate materials for reward.

SUGGESTIONS FOR INSTRUCTION:

1. Place student on floor in a sitting position with legs spread apart.
2. Place a peer model in the same position facing student, with soles of feet touching.
3. Give peer large ball.
4. Teacher squats behind student and says, "Roll the ball to (student's name)."
5. Help student catch ball if necessary.
6. Have student roll ball to peer model. Say, "Roll the ball to (peer model)." Reward.
7. Handshape if necessary. Teacher places student's hands on ball. Teacher then places hands over student's hands and exerts forward pressure causing ball to roll to peer. Reward.
8. Fade handshaping by gradually decreasing hand pressure to zero.

Walks Without Support 1.33

PERFORMANCE OBJECTIVE:

When standing without support and requested to walk, student will walk five feet within 30 seconds without physical assistance.

MATERIALS:

Five foot length of masking tape (minimum). Age and interest appropriate materials for reward.

SUGGESTIONS FOR INSTRUCTION:

1. Place the tape on the floor.
2. Teacher or peer models walking the tape.
3. Stand student at one end of the tape.
4. Place reward on the tape two feet from student.
5. Teacher squats directly behind student and holds legs just below knee.
6. Handshape leg movements by exerting pressure on the right leg causing a step to occur. Say "Walk." Exert pressure on the left leg causing the left leg to walk forward and become parallel with the right leg.
7. Reward when student has walked two feet.
8. Repeat steps 3-7 moving reward four feet away. Reward when student walks four feet.
9. Gradually fade physical prompts by decreasing the amount of force exerted on student's leg for steps forward. Continue verbal cue of "Walk."
10. Reward all independent attempts and successive approximations.
11. Place student at one end of tape. Place reward at opposite end of tape. Teacher stands behind reward and says "Walk to me." Verbally praise student while he walks. Reward when task is complete. Continue until criterion has been met.

Pulls Wheeled Toy 1.34

PERFORMANCE OBJECTIVE:

When in a standing position and given the string of a wheeled toy, upon request, student will walk unassisted, pulling the string of the toy. Student will pull the toy by the string five feet within one minute of request for four of five trials.

MATERIALS:

Pull toy with wheels and pull string (bead on end of string).

SUGGESTIONS FOR INSTRUCTION:

1. Model for student pulling the wheeled toy by the string. Walk slowly in full view of the student. Say "I'm pulling the toy."
2. Place child in standing position. Put bead on string in student's hand. Be sure fingers are closed around bead.
3. Handshape walking and pulling toy. Stand behind student, hand over student's hand. Say, "Pull the toy." Teacher should exert pressure on student's back with other hand to cause a forward movement by student if necessary.
4. Reward when student has walked two feet by letting student play with toy.
5. Fade physical prompts by not holding bead in student's hand and staying in front of student saying, "Pull the toy."
6. Increase distance after each successful attempt by one foot until criterion is met. Reward each successful trial.

Crawls Up Steps 1.35

PERFORMANCE OBJECTIVE:

Upon request, student will crawl up ten steps without aid, using hands and knees. Student will crawl up ten steps within three minutes of request, for four of five trials.

MATERIALS:

Staircase with minimum of ten steps, 6"-8" risers. Age and interest appropriate material for reward.

SUGGESTIONS FOR INSTRUCTION:

1. Use procedure in Suggestions For Instruction 1.30 (crawling up three steps). Position student on tenth step in crawl position.
2. Continue procedure until criterion for ten steps is reached.

Crawls Backwards Down Steps 1.36

PERFORMANCE OBJECTIVE:

Upon request, the student will crawl down ten steps using hands and legs, backwards, without aid. Student will crawl backwards down ten steps within three minutes of request, four out of five attempts.

MATERIALS:

Staircase with minimum of ten steps, 6"-8" risers. Age and interest appropriate materials for reward.

SUGGESTIONS FOR INSTRUCTION:

1. Position child on tenth step on hands and knees, (crawling position) facing backward.
2. Use instructional procedure in Suggestions For Instruction 1.31 (crawling down three steps).
3. Continue procedure until criterion for ten steps is reached.

Seats Self 1.37

PERFORMANCE OBJECTIVE:

When given a small, appropriately sized chair, upon request, student will seat self. Student will seat self in chair, unassisted, wtihin 30 seconds of request for four of five attempts.

MATERIALS:

Appropriate size chair for student

SUGGESTIONS FOR INSTRUCTION:

1. Place student in standing position with chair directly behind. Chair should touch student firmly on back of legs.
2. Say,"Sit down". Reward if student sits down.
3. Reward all independent attempts.
4. If no independent attempt is made, teacher should place hands on student's shoulders and firmly press down, saying, "Sit down". Reward.
5. Fade physical prompt to touching student gently on shoulder, saying "Sit down", to verbal prompt only.

Demonstrates Ability to Walk Sideways 1.38

PERFORMANCE OBJECTIVE:

Student will walk sideways, unassisted, for a distance of five feet without falling, using a step-apart-step-together gait. Student will demonstrate ability to walk sideways for five feet, one out of two attempts.

MATERIALS:

Tape measure, four chairs and two one-by-five-feet pieces of wood.

SUGGESTIONS FOR INSTRUCTION:

1. Place two chairs in parallel a distance of one foot apart from each other. Then place the other two chairs five feet from first two chairs and parallel to each other. Place two one-by-five-feet boards across the four chairs running parallel to each other.
2. Tell the student to watch the instructor model the procedure of walking sideways between the boards using the step-apart-step-together gait.
3. Take student's hand and lead the way giving the command to "Follow me." As the instructor is walking, repeat the phrase "Step apart, step together" slowly as the student does the appropriate footwork.
4. Go back with student doing the same procedure as in step 3.
5. Do not have student hold hands this time but give the command "Follow me." Repeat the rhythm of "Step apart, step together" all the way across as student does the appropriate footwork.
6. Repeat step five, going back to the beginning.
7. Standing at one end of the five foot length, give the command to the student to "Come across sideways."
8. When the student walks unassisted five feet, using the step-apart-step-together gait one out of two times, he has reached criterion.

Walks Backwards Five Feet 1.39

PERFORMANCE OBJECTIVE:

When placed with feet on and perpendicular to one of two parallel lines taped to floor five feet apart and requested to imitate teacher's model, student will walk backwards unassisted by placing one foot behind the other repetitively, without turning head more than 90° from midline. Student will walk backwards for five feet within ten seconds of request for three out of three attempts, for four consecutive days.

MATERIALS:

Cleared area of approximately 4x8 feet. Two parallel lines approximately three feet long, taped or drawn five feet apart.

SUGGESTIONS FOR INSTRUCTION:

1. While student watches, stand with toes on one line and back to opposite line, and model walking backwards, watching feet until feet are on top of opposite line. Say, "Now you do it". If student imitates, reward and repeat until criteria are met. If he does not, reward any attempts, and go to the appropriate step (steps 2-4).

2. Place student in position on line. Stand behind him with hands on his shoulders. Draw student's shoulders gently toward you until he steps back. If necessary, draw student's dominant ankle back using your corresponding foot as a "hook". Reward any stepping back, and repeat procedure until student's feet are over opposite line. (Cue student to watch for line under feet; reward heavily when line is reached.)

3. Repeat step 2, gradually reducing intensity of foot prompts (e.g., to 75%, 50%, 25%, light tap, touch, no prompt) until student walks backwards to opposite line with no foot prompts for two consecutive attempts.

4. Repeat step 2, omitting foot prompts and gradually reducing degree of pull on shoulders to 4 inches, 2 inches, 1 inch, light tug, light touch, and no prompt. Repeat step 1 until criteria are met.

Walks, Sits, and Stands Without Losing Balance 1.40

PERFORMANCE OBJECTIVE:

Without assistance and upon successive requests by teacher to "Walk to the mat", "Sit on the mat", and "Walk to me", student will walk a distance of five feet, sit on the floor, stand again without losing balance, and walk an additional five feet. Student will complete this exercise within 30 seconds of first request for three of three attempts, for three consecutive days.

MATERIALS:

Small mat or rug (or mark on floor).

SUGGESTIONS FOR INSTRUCTION:

1. Model walking five feet to mat, sitting on mat and getting up without losing balance, and returning to starting point.

   A. Say "Now you do it. Walk to the mat." If student does not walk to the mat, proceed to step 2. If he does, reward and say:

   B. "Now sit on the mat." If student loses balance, proceed to step 3. If he maintains balance, reward and say:

   C. "Now walk to me." If student loses balance, proceed to step 4. If he maintains balance and walks to teacher, reward and repeat procedure until criteria are met.

2. A. Place student standing approximately two feet from mat. Position self behind mat with arms outstretched to student. Say "Walk to the mat". If necessary, take student's hands and draw him to the mat. Reduce hand assistance to student's hands resting in yours, student's hands resting on your index fingers, student's hands lightly touching your fingertips, until no assistance is required. Reward increasingly independent performance.

   B. Place student standing approximately three feet from mat. Proceed as in step 2A until no assistance is required.

C. Place student approximately four feet from mat, and repeat procedure until no assistance is required.

D. Place student approximately five feet from mat, and repeat procedure until no assistance is required. Repeat step 1.

3.A. Turn student around so that his back is to you and his heels are touching the edge of the mat. Place your hands on his shoulders and push steadily downward, saying "Sit on the mat." If necessary, use your knees to unlock and bend his, and your legs as a support to guide his body as he sits. Reward all sitting. Repeat procedure until student sits in response to hand pressure on shoulders (no knee prompts) for two consecutive attempts. Reward increasingly independent performance.

B. Repeat procedure while gradually increasing distance between self and student to arm's length, until student sits without touching/leaning against your legs or body for two consecutive attempts.

C. Repeat procedure, decreasing pressure or duration of pressure on shoulders to 75%.

D. Repeat procedure, decreasing pressure or duration of pressure on shoulders to 50%.

E. Repeat procedure, decreasing pressure or duration of pressure on shoulders to 25%

F. Repeat procedure, using light tap on shoulders.

G. Say, "Now sit on the mat", omitting all physical prompts. Repeat step I.

4.A. Repeat model of standing from sitting position on floor:

1) Place hand(s) palm down on floor to one side of body.

2) Shift weight to hand(s) and hip of corresponding side of body.

3) Draw feet in close to body.

4) Shift weight forward and over feet while pushing off floor with hand(s).

5) Center weight over feet.

6) Take hand(s) off floor and stand.

B. Say, "Now you do it". Repeat model, pausing for imitation at each substep. Give verbal and physical assistance when needed; gradually reduce assistance until each substep is performed independently for two consecutive attempts. Reward increasingly independent performance.

C. Seat student on mat, walk five feet away, and say, "Now walk to me." If student does not stand, repeat step 4. If student stands but does not walk to you, repeat step 2, placing yourself successively 2, 3, 4, and 5 feet from the mat. When student successfully stands and walks five feet to you for two consecutive attempts, repeat step 1 until criteria are met.

Turns Completely Around While Standing 1.41

PERFORMANCE OBJECTIVE:

In imitation of teacher's model, upon request, "Now you turn around", student will turn 360° by shifting feet in a circular pattern. Student will turn in a clockwise or counterclockwise pattern, without assistance, within five seconds of request for three out of three attempts on three consecutive days.

MATERIALS:

None

SUGGESTIONS FOR INSTRUCTION:

1. Model turning around, cueing student to watch your feet. Say, "Now you turn around." If student imitates, reward and repeat step until criteria are met. If not, reward any attempt and proceed to step 2.
2. Stand close behind student with arms around him and your body in contact with his. Turn around 360°, moving his body with yours and using your feet to nudge his into corresponding clockwise or counterclockwise steps. Reward independent stepping or shifting of feet.
3. Repeat step 2, omitting foot prompts, until student makes 2 successful turns without foot prompts.
4. Stand behind student at half-arm's length (bodies not touching) with hands on student's shoulders. Turn around 360°, with student, using pressure on shoulders to guide student's turn. Reward increasingly independent attempts.
5. Repeat step 4, using 50% less pressure on shoulders except when greater pressure is required to restore balance. Repeat until pressure remains consistent for entire turn.
6. Repeat step 5, using 25% pressure on shoulders.
7. Repeat step 5, using light touch on shoulders.
8. Model turning around 360°. Say, "Now you turn around." Reward correct turning; repeat until criteria are met. If at any point the student requires further physical assistance, return to the appropriate step and proceed from there.

Pushes a Small Chair 1.42

PERFORMANCE OBJECTIVE

When presented with a chair facing a table at a five foot distance and requested, "Push the chair to the table", student will extend arms, grasp the back of the chair, and push chair across the floor for a distance of five feet. Student will push the chair within 10 seconds of request for three out of three attempts on three consecutive days.

MATERIALS:

Chair and table or desk of size appropriate to learner. Minimum 4' x 8' cleared floor area, preferably on uncarpeted floor (for ease in sliding).

SUGGESTIONS FOR INSTRUCTION:

1. Model pushing chair to table. Place student standing behind chair with hands grasping chair back and chair facing table at a distance of five feet. Say, "Now you push the chair to the table." Reward any pushing of chair in the direction of table. If student imitates entire response correctly, repeat procedure, omitting model, until criteria are met. If not, proceed to appropriate step (steps 2,3).

2. Position chair and student as in step 1. Stand behind student with arms around him and hands over his. Push chair to table, using your hands over student's to maintain grasp and propel chair forward. Reward all pushing toward table.

3. Repeat step 2, gradually reducing assistance by moving location of your hands to student's wrist, then forearms, elbow, upper arm and finally shoulder. At each location, reduce hand pressure by a third, then by two thirds, before going on to the next level of hand prompt. Final prompt level should be a light touch on shoulder, then no prompt other than request to push chair to table. Reward increasingly independent performance.

4. Position chair and student as in step 1. Say, "Push the chair to the table." If student performs correctly, reward and repeat until criteria are met. If not, return to last successfully-performed step and proceed from there.

Balances Momentarily on One Foot 1.43

PERFORMANCE OBJECTIVE:

When presented with a model and the verbal request, "Pick up your foot," student will lift one foot off the ground and balance on the other without assistance. Student will balance on one foot for three consecutive seconds, within five seconds of request, for four out of five attempts on four consecutive days.

MATERIALS:

None

SUGGESTIONS FOR INSTRUCTION:

1. Model standing on one foot and count three seconds out loud. Say, "Now you do it. Pick up your foot." If student is able to balance on one foot for a slow count of three seconds, reward and repeat until criterion is met. If not, reward any attempt to balance on one foot, and proceed to the next appropriate step.

2. Stand facing student with hands holding his trunk just above the waist. Say, "Now pick up your foot." Use your foot to nudge/lift his dominant foot off the ground for a count of three. Reward and repeat, gradually decreasing strength and duration of foot prompt to half-duration, one-third duration, occasional taps when necessary to prevent student's foot from touching ground, initial prompt, light tap, no prompt. Reward increasingly independent performance. Repeat for two consecutive attempts using no foot-prompts.

3. Stand as described in step 2. Repeat request and slowly count to three, reducing support of student's body by one-third for one successful attempt, then by two-thirds for one successful attempt.

4. Stand facing student with hands under his upper arms. Repeat procedure described in step 3.

5. Repeat step 4, with hands under student's elbows, then wrists, then fingertips, then with no assistance. Repeat step 1.

Gets Down From Stool or Adult-Size Chair 1.44

PERFORMANCE OBJECTIVE:

When seated in chair facing forward and requested to get down, the student will get down from an adult-sized chair without assistance. Student will get down from the chair within ten seconds of request for three out of three attempts on three consecutive days.

MATERIALS:

One adult-sized chair (preferably padded).

SUGGESTIONS FOR INSTRUCTION:

A) Very young/small (feet one foot or more from ground when seated in chair): student will turn body to prone position, hold back or seat of chair and lower self backward over front edge of chair until feet touch ground, will stand free of and facing chair, then turn around.

B) Moderately young/small (feet approximately 1-12 inches from ground when seated in chair): student will lean forward and use hands to push body to front edge of chair until feet touch ground, will push up with hands to shift weight to feet, then will stand free of chair.

C) Adult (heels touch ground when seated in chair): student will lean forward, shifting weight from chair bottom to feet, then stand free of chair (use of hands is optional).

1. Seat student facing forward in chair, and say "Get down (or up)." Phusically assist the student through all necessary steps of the appropriate response pattern. Reward all independent efforts.

2. Repeat step 1, reducing physical assistance to a moderate or brief touch wherever possible (will vary with student). Reward increasingly independent performance.

3. Continue gradual reduction of assistance in degree/duration/frequency until student achieves standing position independently.

4. Seat student facing forward in chair. Say "Get down (up)." If student responds correctly, reward and repeat until criterion is met. If not, return to last successfully completed step and proceed from there.

Seats Self in Adult-Size Chair 1.45

PERFORMANCE OBJECTIVE:

When presented with a chair and requested, "Sit in the chair," student will seat self in an adult-sized chair without assistance, within ten seconds of request for three out of three attempts on three consecutive days.

MATERIALS:

One adult-sized chair (preferably padded).

SUGGESTIONS FOR INSTRUCTION:

A) Very young/small (chair seat height is above student's hip): student will face chair, lean arms and trunk forward until weight is on chair bottom, draw one knee up onto chair bottom, push body forward toward back of chair with same knee and arms, pull other knee up and under body, turn around and sit facing forward.

B) Moderately young/small (chair seat height is between knee and hip): student will turn back to chair and step back until backs of legs touch front edge of chair, then will lean weight back over chair bottom, and sit, using hands and backwards scooting motion of (alternate) hips to move body back in chair.

C) Adult (knees at or above chair seat height): student will turn back to chair and move backwards until backs of legs touch chair bottom, will bend knees, lean trunk slightly forward and shift weight to hips over chair bottom, and sit.

1. Place chair in front of student and say, "Sit in the chair." Physically assist student through all the steps required in the appropriate response pattern. Reward all independent efforts.
2. Repeat step 1, reducing assistance wherever possible to a moderate or brief touch (choice of step in response pattern for initiating reduction in prompting will vary with student).
3. Continue gradual reduction of assistance in degree/duration/ frequency until student sits independently.

4. Place chair in front of student and say, "Sit in the chair." If student sits correctly, reward and repeat until criterion is met. If not, return to procedure for last successful prompt level and proceed from there.

Walks Up and Down Steps While Holding Rail 1.46

PERFORMANCE OBJECTIVE:

When placed at the foot of a three-step staircase with handrail, and requested to (a) "Walk up the stairs", and (b) "Walk down the stairs", student will hold handrail with at least one hand and walk up and down three steps in any fashion, without assistance and without touching floor, steps or ground with hands. Student will perform this exercise within 45 seconds of initial request, for four out of five attempts for four consecutive days.

MATERIALS:

Series of three steps with 6-8 inch risers, and handrail.

SUGGESTIONS FOR INSTRUCTION:

1.A. Place student at the foot of steps and say, "Walk up the stairs". If student does not respond correctly, reward any attempt made and proceed to step 2. If he does, reward and proceed to 1B.

B. Say "Now walk down the stairs". If student does not respond correctly, reward any attempt made and proceed to step 3. If he does, reward and repeat step 1 until criteria are met.

2.A. Place student at foot of and facing stairs, with nearest hand grasping rail. Stand behind student with corresponding hand on rail over his. With other hand, place student's outside foot on first step, then move same hand to student's trunk and propel student's body up and forward while moving other hand up rail, until student's weight is over first step. If student doesn't lift other foot to first step, use your hand or foot to move it up until student is standing on first step. Reward and repeat for next two stairs.

B. Repeat step 2A, gradually reducing assistance to 50% pressure, light touch, tap, and no prompt, first for assisting lifting of second foot to follow first foot, then for moving hand up rail, then for lifting of first foot, then for shifting of weight up and forward. Reward increasingly independent performance. When stairs are climbed without assistance, repeat step 1.

3. A. Place student at top of and facing stairs with nearest hand grasping rail. Repeat procedure as outlined in step 2A, only student's body, hand and feet are guided forward and down, rather than up.

   B. Repeat procedure as outlined in 2B, with movements guided down rather than up. Repeat step 1 until criteria are met.

Jumps Down 8 Inch Elevation 1.47

PERFORMANCE OBJECTIVE:

When placed on an eight inch step or platform and requested to "Jump down," student will jump by leading with and landing on either or both feet. Feet must be simultaneously suspended during part of the jump. Student will jump within five seconds of request for four out of five attempts, for three consecutive days.

MATERIALS:

8" step or platform
(mat or pillow, line on floor, loose ankle-tie optional)

SUGGESTIONS FOR INSTRUCTION:

1. Place mat, pillow, or line on floor at a distance of approximately half of student's body length from step as a landing point, to insure simultaneous suspension of feet. (A loose ankle-tie may also be used to keep feet within 7" of each other, but should be eliminated as soon as possible).

2. Model jump from step with feet together, emphasizing bending knees and springing forward. Say, "Now you jump down." If student imitates, reward and proceed to step 9. If not, reward attempt and proceed to appropriate step.

3. Place student on step, facing outward. Stand behind him with one hand under his arm to support him; with the other, push the backs of his knees to bend them. Say, "Now jump down," and with your hands under both his arms, guide his spring by pushing his body up and out, and stabilize his balance on landing. Reward and repeat for two successful attempts.

4. Repeat step 3, tapping the backs of his knees to prompt bending.

5. Repeat, omitting tapping of knees.

6. Repeat, reducing hand support by half, then eliminating support for two successful attempts each as follows: a) while bending knees, b) when landing, c) when springing.

7. Place student on step and stand facing him at his body length's distance, with arms uplifted toward him. Say "Jump down." Take his hands as he jumps, step back to increase length of jump (and therefore time airborne). Reward and repeat for two successful trials.

8. Repeat step 7, using fingertips as support.

9. Repeat step 7, with arms out but no hand contact.

10. Place student on step facing outward and say, "Jump down." If student jumps correctly, reward and repeat until criterion is met. If not, return to appropriate step and proceed from there.

Kicks a Ball Forward 1.48

PERFORMANCE OBJECTIVE:

When a ball is placed in front of student's feet and the request is given, "Kick the ball," student will kick the ball forward from a standing position without assistance and without losing balance. Student will kick the ball within three seconds of request, for three out of three attempts on three consecutive days.

MATERIALS:

Large rubber ball

SUGGESTIONS FOR INSTRUCTION:

1. Place ball at student's feet. Stand at student's dominant side. Hold his hand with one of yours; with your other hand move his dominant foot up and back, then down and forward to ball, saying "Kick the ball." Reward student when foot bumps ball forward. Repeat for two consecutive successes.
2. Repeat procedure, using slightly lighter grip when guiding student's foot (60% pressure).
3. Repeat, using still lighter grip (30% pressure).
4. Repeat, using light tap on front of ankle to prompt drawing foot back, then back of ankle to prompt moving foot forward.
5. Repeat, omitting hand to foot prompts.
6. Repeat, supporting student's open hand on yours.
7. Repeat, supporting student's fingertips only.
8. Place ball at student's feet, and say "Kick the ball." If student responds correctly, reward and repeat until criterion is met. If not, return to appropriate step and proceed from there.

Throws a Small Ball From Standing Position 1.49

PERFORMANCE OBJECTIVE:

When presented with a ball approximately six inches in diameter, the student will throw the ball at least five feet, overhand, while in a standing position. Student will throw the ball at least five feet two out of three times in succession with no more than 30 seconds delay between throws.

MATERIALS:

Three balls approximately six inches in diameter and a tape measure.

SUGGESTIONS FOR INSTRUCTION:

1. Teacher will hand shape student's hand on ball while standing behind student. Teacher will help lift student's hand in the air over head and then help student to bring arm forward and out, while releasing ball, when arm is parallel to ground. Reinforce with hug and praise for each approximation.

2. If student has trouble with release the teacher should have student practice just releasing ball and letting it drop by foot of student.

3. Continue step 1 while gradually reducing physical prompt and rewarding independent efforts until student reaches criterion of throwing ball at least five feet, two out of three times in succession, with no more than 30 second delay between throws.

Jumps in Place on Both Feet 1.50

PERFORMANCE OBJECTIVE:

When asked to jump, the student will jump up and land on both feet without losing balance. Student will jump in place three consecutive times, with no more than a two second delay between jumps, two out of three times.

MATERIALS:

Stop watch.

SUGGESTIONS FOR INSTRUCTION:

1. Instructor will model jumping in place at least two times.
2. Ask student to push off the floor while slightly bending at the knee. If student appears to be having difficulty stand behind student and place your hands under arms and help lift student in the air. As soon as possible, fade your hands out.
3. When student can jump in place on both feet without losing balance several consecutive times (with no more than 1-2 second latency between jumps) two out of three times, he has reached criteria.

Carries Small Chair While Walking 1.51

PERFORMANCE OBJECTIVE:

Given a small chair, student will grasp the back of the chair with both hands, lift it from the floor, and walk 3-5 feet without allowing chair to touch the ground. Student will carry the chair for one out of two attempts.

MATERIALS:

One small chair and tape measure.

SUGGESTIONS FOR INSTRUCTION:

1. Model how to grasp the chair back on both sides and carry the chair.
2. Shape student's hand on chair and have student lift chair and then put it back down.
3. Fade hand shaping and then ask student to lift chair and then put it back down.
4. Ask student to lift chair and bring it to the instructor.
5. When the student can grasp the back of the chair with both hands, pick it up off the floor, and walk three to five feet without letting it touch the ground one out of two attempts, he has reached criteria.

Walks Between Parallel Boards 1.52

PERFORMANCE OBJECTIVE:

When presented with two parallel boards, one foot apart on the floor, student will walk unassisted between the boards for a distance of five feet without stepping on either board. Student will walk between the boards for four out of five times in succession.

MATERIALS:

Two parallel boards, three inches by five feet long.

SUGGESTIONS FOR INSTRUCTION:

1. Stand student at one end of the board and model the task.
2. Stand directly in front of student and say, "Walk towards me." Allow student to hold your hand only if necessary for his balance. Reinforce with hug and praise at the end of each trial attempt of five feet.
3. Gradually withdraw the physical support and verbal prompt during the following successful attempts.
4. Return to start and give the command, "Walk between the boards." Allow student to walk unassisted by himself while you watch.
5. Let student practice walking unassisted until he meets criterion of four out of five times in succession.

Runs 10 Feet Without Falling 1.53

PERFORMANCE OBJECTIVE:

Given the command, "Run to the marker", student will run to a marker placed ten feet away. Student will run ten feet, without falling, within 15 seconds of command for one out of two attempts.

MATERIALS:

A marker, tape measure, and a stopwatch.

SUGGESTIONS FOR INSTRUCTION:

1. Stand with student facing marker that is at least ten feet away. Give the command "Let's run to the wall together."
2. Take the student's hand and run with the student to the marker. Go only as fast as the student's own running speed. Do not pull the student along. Use pressure only to keep the student from falling if the student should lose balance. Reinforce with praise each approximation.
3. Repeat this procedure until student is running well without losing balance.
4. Return to start and say, "Now we will run together without holding hands". Run with the student, giving physical assistance only if the student loses balance.
5. Repeat until the student can run without falling and without assistance. If the student is running well, this practice can be done as a race. Let the student win sometimes.
6. Give the command "Run to the marker". Student should now be able to reach criteria of running 10 feet, without falling one out of two attempts within fifteen seconds.

Plays With Toy Car 1.54

PERFORMANCE OBJECTIVE:

When given a toy car, the student will push car a distance of one foot, as well as make appropriate noises of an imaginary engine. Student will push the car a distance of one foot within one minute of command, "Play with the car".

MATERIALS:

A toy car, tape measure and stopwatch.

SUGGESTIONS FOR INSTRUCTION:

1. Teacher places the toy car on the table in front of the student, saying, "This is for you to play with". Reinforce any desired response, such as pushing the car and any noise that approximates an engine sound.
2. If the student does not respond correctly, model pushing the car. Then say, "Now you push the car". Reinforce correct response. Hand shape desired response if necessary and reinforce. Fade out the hand shaping procedure until the student is able to push the car unassisted.
3. Model pushing the car and making car noises. Then say, "Now you do it". Reinforce correct response. If student cannot make car noises, model making the car go up hills and around corners. Hand shape desired response if necessary.
4. Continue procedure, gradually fading verbal and physical cues and modeling until student can play with the toy car independently and can reach criteria of pushing a toy car a distance of one foot while making appropriate car noises, within 1 minute of the command "Play with the car".

Walks Up Three Stairs 1.55

PERFORMANCE OBJECTIVE:

When given three stairs with no support, student will walk up stairs, using the "marking time" manner of placing one foot on the stair above and bringing the second foot to meet the first. Student will walk up the stairs without losing balance and without support for one out of two attempts.

MATERIALS:

A stairway or a set of stairs with at least three steps on it.

SUGGESTIONS FOR INSTRUCTION:

1. Model walking up the stairs using the "marking time" manner.
2. Walk backward up stairs, facing student, and holding onto his hands while directing him to "Walk up the stairs with me."
3. Fade hand holding while still facing student, climbing the stairs backwards. Give the command "Follow me."
4. Give the command "Walk up the stairs," allowing student to try it on his own.
5. When student can go up three stairs without losing balance and without any support one out of two times, he has reached criterion.

Catches a Large Rolled Ball 1.56

PERFORMANCE OBJECTIVE:

When in a sitting position, student will catch with hands and forearms a large ball rolled to him. Student will catch the ball on one out of two attempts.

MATERIALS:

One large ball.

SUGGESTIONS FOR INSTRUCTION:

1. Seat the student one foot away from you with your feet touching his feet. Roll the ball slowly to the student. If student does not emit proper hand holding behavior, shape hand holding behavior.
2. When student is successful in catching the ball, move back a distance of five feet and roll the ball to the student.
3. When the student catches the ball by clasping it with his hands and forearms as it arrives between his legs one out of two times, he has reached criterion.

Walks Backward Without Falling 1.57

PERFORMANCE OBJECTIVE:

Given a model and the command, "Now we'll walk backwards," the student will walk backward without falling or looking over his shoulder. Student will walk backward for a distance of five feet, not diverging more than two feet from a straight line, for one out of two attempts.

MATERIALS:

A tape measure.

SUGGESTIONS FOR INSTRUCTION:

1. While student watches, teacher models walking backward.
2. Say "Now we'll walk backward together. I'll be right behind you." Place your hands on the student's shoulders and begin walking backward slowly, exerting only enough pressure to keep student from losing balance. Reinforce student with praise for each attempt.
3. Repeat procedure, gradually lessening the pressure on the student's shoulders until student can walk backward five feet without being touched.
4. Say, "Now you walk backward." Walk facing student as he walks backward, holding both hands if necessary to keep him walking in a straight line. Ask student to look at your eyes and not to turn his head around. Reinforce for desired behavior and continue until student can walk unassisted.
5. Return to start and say, "Now you walk backward" again. This time don't walk with the student. Repeat trials until the student walks backward a distance of five feet without looking back over his shoulder and not diverging more than two feet from a straight line in one out of two attempts.

Walks 5 Feet on 3-inch Wide Line 1.58

PERFORMANCE OBJECTIVE:

Given a model and a board measuring 3" across and 5' in length, student will walk the length of the board by placing one foot in front of the other, without losing contact with the board or losing balance. Student will walk the length of the board for two out of three successive attempts.

MATERIALS:

A tape measure and 5' long board

SUGGESTIONS FOR INSTRUCTION:

1. Place student in correct position at one end of the board. Say, "We are going to walk along the board."
2. Hold the student's hand and guide him to walk along for five feet. Reward. Use only enough physical assistance necessary to keep the student on the board.
3. Continue this procedure, giving less and less support for balance. Encourage and reward the student for independent efforts until he walks the entire five feet independently two out of three times in succession.

Balances and Walks 5 Feet on Tiptoe 1.59

PERFORMANCE OBJECTIVE:

When presented with a 5 foot strip of tape and given the command, "Now raise up on your toes and come here", student will walk on tiptoe for a distance of five feet without falling. Student will balance and walk on toes for a distance of five feet within 1 minute of command, four out of five trials on three consecutive days.

MATERIALS:

Tape measure, stopwatch, masking tape.

SUGGESTIONS FOR INSTRUCTION:

1. Place student at one end of 5 foot measured area on his feet. Teacher models, raising up on toes and balls of feet and walking one step. Teacher says to student, "Now you do it". Wait 10 seconds for student to follow teacher's model, praise correct action. If student does not follow, teacher stands behind student, arm around student's waist, and lifts to correct position. Teacher walks behind student to the measured goal.
2. Repeat step 1, decreasing support around waist by 25%.
3. Repeat step 1, decreasing support around waist by 50%.
4. Repeat step 1, decreasing support around waist by 75%.
5. Repeat step 1, lightly touching the waist of the student until he reaches appropriate position for performing the task.
6. Student will raise up on tiptoe, balance and walk independently for 5 feet four out of five trials on three consecutive days.

Catches Large Ball 1.60

PERFORMANCE OBJECTIVE:

With arms in front of body, ready to catch, student will catch a 12 inch ball thrown from a distance of five feet at the command, "Catch". Student will catch the ball four out of five trials, without losing balance, for three consecutive days.

MATERIALS:

12 inch ball, 12 inch square pillow, measuring tape.

SUGGESTIONS FOR INSTRUCTION:

1. Place student in a standing position with his arms extended in front of the body, ready to catch the ball or pillow.
2. When student has arms extended, the teacher says, "Catch," and tosses the pillow from one foot away. If student is unable to catch the pillow, the teacher holds student's arms and practices throwing the pillow up in the air and catching it. Teacher tells the student, "Good catching" each time he catches it.
3. Repeat steps 1 and 2, moving the distance to 2 feet and begin using the 12 inch ball.
4. Repeat steps 1 and 2, moving the distance to 3 feet and continue the use of the ball.
5. Repeat steps 1 and 2, moving the distance to 4 feet and continue the use of the ball.
6. Repeat steps 1 and 2, moving the distance to 5 feet and continue the use of the ball.
7. Student will catch the 12 inch ball from a distance of 5 feet and hold it independently for 3 seconds for four out of five trials for three consecutive days, without losing balance.

Jumps Forward One Foot 1.61

PERFORMANCE OBJECTIVE:

When presented with a 12" long marker on the floor as a starting point and the verbal command "Jump here", the student will jump forward one foot, landing on both feet. Student will jump within 20 seconds of request for four out of five trials, on three consecutive days.

MATERIALS:

Masking tape and stick marker.

SUGGESTIONS FOR INSTRUCTION:

1. Teacher places student in a standing position with toes touching the masking tape line and says, "Jump here". If no response after 10 seconds, teacher models jumping forward one foot and landing on both feet. Teacher then says, "You do that", and waits for 10 seconds. If no response, teacher bends student's knees with hands and lifts student under student's arms to jump to goal. Teacher praises student for correct response immediately.

2. Repeat step 1, reducing the bending assistance by 25% and the jumping assistance by 25%.

3. Repeat step 1, reducing the bending assistance by 50% and the jumping assistance by 50%.

4. Repeat step 1, student will jump forward independently 1 foot landing on both feet four out of five trials over three consecutive days.

Pedals Tricycle Five Feet 1.62

PERFORMANCE OBJECTIVE:

When placed on a tricycle with feet on the pedals and given the request, "Now ride the tricycle," student will pedal five feet without touching his feet to the ground. Student will pedal the tricycle within two minutes of request, for four out of five trials on three consecutive days.

MATERIALS:

Tricycle, masking tape and measuring tape.

SUGGESTIONS FOR INSTRUCTION:

1. Place student on tricycle with his feet on pedals, on an inclined area. Teacher says, "Ride the tricycle" and gives push to begin the ride. Make sure the student's feet stay on the pedals at all times.

2. Place the student on flat ground and request, "Ride the tricycle." Wait 10 seconds for student to begin to ride the tricycle by pushing the pedals, then put hands on student's feet and make the pedals move. Immediately give verbal praise for riding the tricycle.

3. Repeat steps 1 and 2, decreasing the number of trials on inclined area to one, also reducing the pressure on the student's feet by 25%.

4. Repeat step 2, decreasing pressure on student's feet by 50%.

5. Repeat step 2, decreasing pressure on student's feet by 75%.

6. Repeat step 2. Student will ride the tricycle for five feet without letting his feet touch the ground four out of five trials.

Jumps Down 12" and Lands On Both Feet 1.63

PERFORMANCE OBJECTIVE:

When presented with a platform 12 inches from ground and given the request, "Jump down," student will jump from the platform and land on both feet simultaneously, without losing balance, within 15 seconds of request for four out of five trials across three consecutive sessions.

MATERIALS:

12" platform or small 12" high chair

SUGGESTIONS FOR INSTRUCTION:

1. Placing the student on the platform, teacher says, "Jump down." Teacher waits 10 seconds and, if student has not started to jump, models jumping down and landing on two feet. After 10 seconds, teacher puts his hands under arms of student and helps him jump to ground.
2. Repeat step 1 with a platform 4" high and decrease pressure or assistance by 25%.
3. Repeat step 1 with 8" high platform and decrease assistance by 50%.
4. Repeat step 1 with 12" high platform and decrease assistance by 75%.
5. Repeat step 1, and student will jump from 12" high platform and land on both feet simulteneously with no assistance for four of five trials.

Balances on One Foot 1.64

PERFORMANCE OBJECTIVE:

When teacher requests that student balance on one foot, student will balance on one foot with the other raised at least 3 inches from the floor. Student will balance for 5 seconds without touching raised foot to floor on 4 of 5 trials for three consecutive sessions.

MATERIALS:

None

SUGGESTIONS FOR INSTRUCTION:

1. Teacher models standing on foot and asks student to do it. If student balances on one foot, teacher praises. If student cannot balance, teacher places a chair, with back facing student, 6 inches in front of student with student's hands grasping the back for support. Teacher gives verbal praise for correct trial.
2. Teacher repeats step 1, but allows student to use only one hand for support.
3. Teacher repeats step 1, but allows student to use only two fingers for support.
4. Teacher repeats step 1, but allows student to use only one finger for support.
5. Continue until criteria has been reached.

Catches a Bounced Ball 1.65

PERFORMANCE OBJECTIVE:

When the teacher bounces a ball from a distance of five feet and gives the command, "Catch", student will catch the ball and hold it for at least five seconds for four out of five trials on three consecutive days.

MATERIALS:

Twelve inch ball

SUGGESTIONS FOR INSTRUCTION:

1. Teacher models bouncing and catching the ball and then asks the student to catch it. If the student fails, the teacher places the student three feet away facing him. The teacher bounces the ball so that the arc will hit the student in the chest. As the ball leaves the teacher's hands, he says, "Catch". Praise is given each time the student catches the ball.
2. Repeat step 1, placing the student 4 feet away from the teacher.
3. Repeat step 1, placing the student 5 feet away from the teacher. Teacher bounces the ball to student so the arc will hit him in the chest and says, "Catch". Student will catch the ball four out of five trials for three consecutive days.

Walks down steps independently 1.66

PERFORMANCE OBJECTIVE:

When presented with 3 steps, 6-8 inches high and given the request, "Go down the steps", student will walk down three steps independently, by placing one foot on step and bringing the other down to meet it. Student will walk down steps without losing balance for 4 out of 5 trials, for three consecutive days.

MATERIALS:

1. Staircase with at least 3 steps (6-8").
2. 4 red construction paper feet, quarter size circle of red construction paper.

SUGGESTIONS FOR INSTRUCTION:

1. Place the red construction paper feet on each step and one on the floor. Tape red circle to tip of right shoe. Model going down the steps matching to the construction paper foot and bringing the left foot down to meet it. Instruct student, "Now you do it." Wait 10 seconds for student to begin coming down the steps. If student does not proceed, hold student's hand and bring him down the steps, saying, "Put the red foot on the red paper."

2. Repeat step 1 without model and hold student's hand for only 2 out of the three steps.

3. Repeat step 1 without model and hold student's hand for only 1 out of the 3 steps.

4. Repeat step 1 without model and without any physical guidance.

5. Instruct student to walk down steps without model, without physical guidance, and without red construction paper feet or dot on shoe until student walks down 3 steps independently without losing balance for 4 out of 5 trials for 3 consecutive days.

Gallops For Ten Feet 1.67

PERFORMANCE OBJECTIVE:

When presented with a 10 foot area and given the request, "Now you gallop to here," student will gallop "lame duck" fashion, by stepping forward on right foot, hopping slightly with left foot while bringing left foot up to right foot in a dragging motion. Student will gallop in this fashion within 30 seconds of instructor's request, for four of five trials on three consecutive days.

MATERIALS:

Masking tape and measuring tape.

SUGGESTIONS FOR INSTRUCTION:

1. Teacher places the student at one end of 10 foot area and models the "lame duck" gallop. Teacher says, "Step, hop, drag," as he goes through the motions, then says to student, "Now you do it". Wait 10 seconds and if student has not begun to gallop, hold student's hand and say, "Let's do it together." While galloping and holding student's hand, instructor says, "Step, hop, drag."
2. Repeat step 1, omitting "drag" from instructions and holding only student's wrist.
3. Repeat step 1, omitting "hop" from verbal instructions and holding only student's elbow.
4. Repeat step 1, but without verbal prompt and touching only student's shoulder.
5. Place student at one end of 10 foot area, request that he gallop "lame duck" fashion to the other end, and continue until student meets performance criteria.

Hops On Both Feet 1.68

PERFORMANCE OBJECTIVE:

When requested, "Now you hop", student will hop forward on both feet for five hops. Student will respond within 30 seconds of teacher's request for four out of five trials for three consecutive days.

MATERIALS

None

SUGGESTIONS FOR INSTRUCTION:

1. Teacher models hopping on two feet for five hops then says, "Now you do it". Wait for 10 seconds and if student has not begun to hop the teacher stands behind student and places hands around his waist and supports so student can hop. Give praise for correct response.
2. Repeat step 1, decreasing the amount of support given around the waist by 25%.
3. Repeat step 1, decreasing the amount of support given by 50%.
4. Repeat step 1, decreasing the amount of support given by 75%.
5. Repeat step 1. Student will hop independently on both feet for five hops forward for four out of five trials for three consecutive days.

Pedals Tricycle On Curving Path 1.69

PERFORMANCE OBJECTIVE:

When given a tricycle and presented with a path 10 feet long with one gentle curve and the command, "Now ride your tricycle on the path", student will pedal the tricycle for 10 feet along the curve. Student will pedal within 1 minute of request for four out of five trials for three consecutive days without going outside of lines more than six inches.

MATERIALS:

Tricycle and chalk to mark the path (10 feet long and 4 feet wide).

SUGGESTIONS FOR INSTRUCTION:

1. Place student on the tricycle with his feet on the pedals. Teacher says, "Ride the tricycle to the end of the path". If student does not respond within 30 seconds, teacher places hands on student's feet and helps him pedal 10 feet. Praise student for reaching the end of the path and turning the curve.
2. Repeat step 1, decreasing the length and time teacher's hands are on student's feet to 8 feet.
3. Repeat step 1, decreasing the assistance to 6 feet.
4. Repeat step 1, decreasing the assistance to 4 feet.
5. Repeat step 1, decreasing the assistance to 2 feet.
6. Repeat step 1. Student will pedal a tricycle independently for 10 feet in a curving path, not going outside the lines more than 6" for four out of five trials for three consecutive days.

Squats While Playing 1.70

PERFORMANCE OBJECTIVE:

When given the request, "Now you squat", student will squat while playing within 15 seconds of request for four out of five trials, for three consecutive days for thirty seconds.

MATERIALS:

None

SUGGESTIONS FOR INSTRUCTION:

1. Teacher models squatting for student, then says, "Now you squat". If no student response within 10 seconds, teacher places hands on the back of student's knees and bends them to a squatting position, then moves hands to student's shoulders to help him balance. Praise for squatting.
2. Repeat step 1, touching 3 fingers to the back of student's knees and moving hands to student's arms to assist with balance.
3. Repeat step 1, touching 2 fingers to the back of student's knees and moving hands to student's elbows to assist with balance.
4. Repeat step 1, touching 1 finger to the back of the student's knees.
5. Repeat step 1. Student will squat while playing for 30 seconds independently for four out of five trials for three consecutive days.

Swings On A Swing Independently 1.71

PERFORMANCE OBJECTIVE:

When presented with a swing and given the request, "Now you swing for me", student will swing on a swing independently for 5 movements back and forth. Student will propel himself back and forth, pumping legs for 5 swinging movements. Student will seat self on the swing within 2 minutes of teacher request for four out of five trials for three consecutive days.

MATERIALS:

Swing set appropriate size for student.

SUGGESTIONS FOR INSTRUCTION:

1. Place student on swing and say, "Hold on". Teacher then stands behind student and gently pushes so student is swinging. Praise the student and say, "You are swinging".
2. Take student to the swing and say, "Sit in the swing". If no student response within 5 seconds, teacher places hands around waist and helps student into swing. Teacher gently pushes student until he is swinging.
3. Repeat step 2, decreasing assistance by moving hands under student's arms.
4. Repeat step 2, decreasing assistance to touching student's elbows.
5. Repeat step 2. Student will seat himself independently on the swing.
6. Repeat step 5. Teacher will get into swing next to student and say, "Watch me". Teacher models moving legs out and back to propel swing back and forth. Teacher says, "Let's swing together". If no student response within 10 seconds, teacher will stand behind student and place hands on middle of his back to gently start the swinging motion. Teacher will continue to model and say, "Out and back".

7. Repeat step 6, moving the assistance on the back to the shoulders and saying only, "Out".

8. Repeat step 6, moving the hands to the student's elbows and saying nothing.

9. Student will approach swing and seat self independently and propel himself for 5 swinging movements for four out of five trials for three consecutive days within 2 minutes of the teacher's request.

Slides Down a Slide Independently 1.72

PERFORMANCE OBJECTIVE:

When presented with a slide that has at least 3 steps and when requested to go down the slide, student will slide down the slide independently within 2 minutes of requst for four out of five trials on three consecutive days.

MATERIALS:

A three-step slide.

SUGGESTIONS FOR INSTRUCTION:

1. Place the student at the bottom of the slide's steps and say, "Now go up the steps and go down the slide". If no student response within 10 seconds, teacher will model going up the steps and going down the slide. Then, holding student's hand, teacher will guide him up the steps and down the slide. Praise for the correct response.
2. Place student in front of the slide's steps and hold his hand until he is at the top of the slide. Then let student go down slide indepently, praise for the sliding alone.
3. Repeat step 2, holding student's hand only until he reaches the second step. Praise for the going up of the last stair and sliding alone.
4. Repeat step 2, decreasing the assistance to holding student's hand for the first step only.
5. Student will approach slide, climb up steps and go down the slide independently without falling at the end for four out of five trials for three consecutive days.

Hops In Place 1.73

PERFORMANCE OBJECTIVE:

When teacher requests, "Hop on one foot", student will hop in place on one foot at least four times without losing balance and without touching the other foot to the ground. Student will hop in place within 30 seconds of teacher's request for four out of five trials for three consecutive days.

MATERIALS:

None

SUGGESTIONS FOR INSTRUCTION:

1. Teacher models hopping on one foot without touching other foot to the floor or losing balance for four hops in a row. Teacher says, "Now you hop on one foot". If no student response within 5 seconds, teacher will stand behind student, grasping student's leg at the ankle to bring it up. Teacher then hugs student around waist with other arm and lifts off the ground. Praise for hopping.
2. Repeat step 1, moving hand to knee of student and decreasing the pressure of the hug around waist by 25%.
3. Repeat step 1, touching the knee with two fingers and decreasing the pressure of the hug by 50%.
4. Repeat step 1, touching the knee of the student with one finger and decreasing the hug by 75%.
5. Student will hop in place independently within 30 seconds of teacher's request at least four times without touching the other foot to the ground or losing balance for four out of five trials for three consecutive days.

Throws A Ball Forward 1.74

PERFORMANCE OBJECTIVE:

When given a 5" ball and requested, "Throw the ball", student will throw the ball forward for a distance of at least five feet in the direction requested by the teacher. Student will throw the ball within 30 seconds of request for four out of five trials on three consecutive days.

MATERIALS:

Chair to mark the direction the ball is to be thrown and a 5" ball.

SUGGESTIONS FOR INSTRUCTION:

1. Teacher models grasping 5" ball and throwing it towards the chair placed five feet away. Teacher says, "Now you throw the ball". If no student response within 10 seconds, teacher places the ball in student's hand, molding his hand around student's, and helps student throw the ball. Praise for throwing.

2. Repeat step 1, decreasing the pressure on student's arm by 25% and moving hand up to the wrist of the student.

3. Repeat step 1, decreasing the pressure by 50% and moving hand up to the student's elbow.

4. Repeat step 1, decreasing the pressure on the student's arm by 75% and moving teacher's hand up to the shoulder of the student.

5. Student will grasp and throw a 5" ball independently at least five feet towards a chair within 30 seconds of teacher's request for four out of five trials for three consecutive days.

Walks On Balance Beam 1.75

PERFORMANCE OBJECTIVE:

When presented with a balance beam and the request, "Walk across the balance beam", student will walk across a 4" wide beam for 5 feet without touching the ground and while using alternate feet. Student will cross the beam within two minutes of request for four out of five trials on 3 consecutive days.

MATERIALS:

1. Balance beam 4" wide and 5' long, at least 3" off the ground.
2. Three inch yellow and red dot to affix to the shoes of student

SUGGESTIONS FOR INSTRUCTION:

1. Teacher models walking across the balance beam using alternating feet without touching the ground. Teacher says, "Now you walk across the balance beam". If student does not begin within 10 seconds, teacher takes student's hand and places student on the beam and walks beside him, reminding him to use alternate feet which are marked by a red dot and a yellow dot. Praise for walking across the beam.
2. Repeat step 1, holding the student's hand by 3 fingers as he walks across the balance beam, and decreasing the size of dot to 3/4 original size.
3. Repeat step 1, holding the student's hand by 2 fingers as he walks across the balance beam, and decreasing the size of dot to 1/2 original size.
4. Repeat step 1, holding the student's hand by 1 finger as he walks across the balance beam, and decreasing the size of dot to 1/4 original size.
5. Student will walk across the balance beam independently using alternating feet within 2 minutes of teacher's request for 4 out of 5 trials for 3 consecutive days.

Does a Forward Somersault 1.76

PERFORMANCE OBJECTIVE:

When presented with a mat or rug and the request, "Do a somersault", student will do a forward somersault within 1 minute of request for 3 out of 3 trials on 3 consecutive days, without assistance and without falling to the side.

MATERIALS:

Rug or mat.

SUGGESTIONS FOR INSTRUCTION:

1. Teacher squats next to student who is also squatting and says, "Do what I do". Teacher places arms in front of body in ready position right in front of feet. Student does the same. Teacher leans forward and tucks head between feet. Student does the same. Teacher models doing one full somersault while student watches. Teacher then says, "Now you do a somersault." If student does not begin in 5 seconds, teacher places hands on student's back and gives a nudge forward to start somersault. Praise for attempts to do a somersault.
2. Repeat step 1, moving physical assistance on back up to student's shoulders, and decreasing pressure by 25%.
3. Repeat step 1, moving physical assistance to the student's shoulder, and decreasing the pressure by 50%.
4. Repeat step 1, moving physical assistance to the student's elbows, and decreasing the pressure by 75%.
5. Student will do a forward somersault without falling to the side within 1 minute of teacher's request, independently 3 out of 3 trials for 3 consecutive days.

Balances On One Foot 1.77

PERFORMANCE OBJECTIVE:

When teacher says, "Stand on one foot as long as you can", student will balance on one foot with the other foot at least 3" off the ground for 8-10 seconds, without losing balance or touching the other foot to the ground. Student will balance on one foot within 5 seconds of request for four out of five trials for three consecutive days.

MATERIALS:

None

SUGGESTIONS FOR INSTRUCTION:

1. Teacher models standing on one foot for 8-10 seconds without losing balance or touching the ground. Teacher says, "Now stand on one foot for as long as you can". If student does not begin to respond within 3 seconds, teacher supports student around waist so that he can stand on one foot. Praise for standing on one foot.
2. Repeat step 1, moving hands to under student's arms and decreasing pressure by 25%.
3. Repeat step 1, moving hands to student's shoulders and decreasing pressure by 50%.
4. Repeat step 1, moving hands to student's elbows and decreasing pressure by 75%.
5. Student will stand on one foot for 8-10 seconds independently without losing balance or touching the other foot to the ground within 5 seconds of teacher's request on four out of five trials for three consecutive days.

Bounces And Catches A Rubber Ball 1.78

PERFORMANCE OBJECTIVE:

Given a 12" rubber ball and the request, "Now you bounce the ball", student will drop ball in front of self and touch it two times to keep it bouncing for three times. Student will catch ball after third bounce. Student will bounce the ball within five seconds of request for four out of five times on three consecutive days.

MATERIALS:

A twelve inch rubber ball.

SUGGESTIONS FOR INSTRUCTION:

1. Teacher models bouncing ball by dropping it in front of self, hitting it twice to keep it bouncing three times in rapid succession and then catching it. Teacher says to student, "Now you bounce the ball". If student doesn't begin within 5 seconds, teacher places hand around student's hand and helps student drop and catch the ball three times.
2. Repeat step 1, placing hands on student's wrists.
3. Repeat step 1, placing hands on student's elbows.
4. Repeat step 1, placing hands on student's shoulders.
5. Student will bounce ball independently three times and then catch it within 5 seconds four out of five times for three consecutive days.

Balances on Toes 1.79

PERFORMANCE OBJECTIVE:

When presented with a model and the request, "Now you stand on your toes", student will lift heels from floor and balance weight on toes and balls of feet for at least five seconds, without assistance or touching heels to floor, or moving feet more than 6 inches from starting point. Student will stand on toes within 3 seconds of request for four out of five attempts for four consecutive days.

MATERIALS:

None

SUGGESTIONS FOR INSTRUCTION:

1. Model balancing on toes while counting out 5 seconds aloud. Say, "Now you stand on your toes." If student imitates for full count of 5 (5 seconds), reward and repeat until criteria are reached. If not, reward attempt and proceed to appropriate step.
2. Stand facing student and holding his hands. Say, "Now you stand on your toes" and pull his weight up and slightly forward over the balls of his feet. If his heels don't come off of the ground, use your foot to lift and support them for a count of 5. Reward all attempts to balance on toes.
3. Repeat step 2, gradually reducing support to heels until foot prompting is no longer required.
4. Repeat procedure, using one hand to assist balancing for count of 5.
5. Say, "Now let's see how long you can do it by yourself" Use one hand to assist rising to toes and establishing balance, then release hand for count of 1. Reward independent balancing.
6. Repeat step 5, adding 1 second after every two successful trials until total count of 5 seconds is reached.
7. Repeat step 5, using no assistance, for count of 5.

8. Repeat step 1. If student cannot meet criteria, continue trials until criteria are met.

Runs for 10 Feet 1.80

PERFORMANCE OBJECTIVE:

When presented with a model and two 3-foot lanes taped or drawn on floor, and when placed with feet on one line and body facing the other line, student will run forward rapidly from one line to the other line which has been drawn parallel at a distance of ten feet. Student will stop within twelve inches of the second line without losing balance. Student will run within ten seconds of request, "Now you do that. Be sure to stop right here", for four out of five attempts on four consecutive days.

MATERIALS:

Two 3' lines taped or drawn on floor or ground ten feet apart.

SUGGESTIONS FOR INSTRUCTION:

1. Model placing feet on one line, running to other line, and stopping on line. Say, "Now you do that. Be sure to stop right here." If student imitates, reward and repeat until criteria are met. If not, proceed to next appropriate step.
2. Place student with feet on one line. Stand one foot past opposite line and say, "Now run to me and stop on the line". Use hands and body to stop student at line. Reward and repeat for any successful attempt.
3. Repeat step 3, standing two feet past opposite line and using hands to stop student at line. Reward and repeat for two successful attempts.
4. Repeat step 3, standing three feet past opposite line and using hands only if necessary. Reward and repeat for two successful attempts.
5. Repeat step 1. If student cannot meet criteria, continue trials until criteria are met.

Pushes And Pulls a Wagon 1.81

PERFORMANCE OBJECTIVE:

When presented with a model and an appropriately-sized wagon with a handle and told successively, "Push the wagon" and "Pull the wagon", student will A) push the wagon forward at least ten feet by grasping it with both hands and walking forwards and B) pull the wagon forward at least ten feet by grasping handle and walking forward. Student will complete each task within twenty seconds of its respective request for four out of five attempts on five consecutive days.

MATERIALS:

Appropriately-sized wagon with handle.

SUGGESTIONS FOR INSTRUCTION:

Objective A:

1. Model grasping back of wagon and walking forward, pushing it ten feet. Say, "Now you push the wagon". If student imitates correctly, reward and repeat until criteria are met. If not, reward any attempt and proceed to the next appropriate step.
2. Place student behind wagon with hands grasping back rim of wagon. Stand behind student with your hands over his, maintaining grasp. Walk forward ten feet, leading student by his grasp on wagon rim. Reward.
3. Repeat step 2, diminishing hand pressure to 75%, then 50%, then 25%, then to a light touch, then an occasional touch prompt, then no prompt. Reward increasingly independent performance.
4. Stand two feet in front of wagon and student. Say, "Push the wagon to me". Reward correct pushing.
5. Repeat step 4, moving 4, 6, 8, 10 feet away from student. Reward successively greater distances.
6. Repeat step 1. If student cannot meet criteria, continue trials until criteria are met.

Objective B:

1. Model grasping handle of wagon in one hand and pulling wagon while walking forward ten feet. Say, "Now you pull the wagon". If student imitates, reward and repeat until criteria are met. If not, reward any attempt and proceed to the next appropriate step.

2. Place student in front of wagon with handle in his dominant hand. Stand next to student on other side of wagon handle with your near hand over his on handle. Walk forward ten feet, leading wagon and student. Reward.

3. Repeat step 2, diminishing hand pressure to 75%, then 50%, then 25%, then to a light touch, then an occasional touch prompt, then no prompt. Reward increasingly independent performance.

4. Stand two feet in front of wagon and student. Say, "Pull the wagon to me." Reward correct pulling.

5. Repeat step 4, moving 4, 6, 8, 10 feet away from student. Reward successively greater distances.

6. Repeat step 1. If student cannot meet criteria, continue trials until criteria are met.

Throws and Bounces a Ball 1.82

PERFORMANCE OBJECTIVE:

When presented with a medium-sized rubber ball and a model, and the request, "Now you do that", student will throw the ball forward and downward so that it bounces once and continues forward for a total distance of six feet. Student will throw the ball within 5 seconds of request for four out of five attempts on five consecutive days.

MATERIALS:

Medium-sized rubber ball and cleared area approximately 10 feet square.

SUGGESTIONS FOR INSTRUCTION:

1. Model throwing ball forward and down so that it bounces and continues forward at least six feet. Give ball to student and say, "Now you do that". If student imitates, reward and repeat until criteria are met. If not, reward any attempt and proceed to the next appropriate step.
2. Place ball between student's hands. Stand behind student with hands over his hands. Move his hands (with ball) in forward-downward motion, releasing ball at lowest and furthest point so that it bounces and travels a total of six feet. Reward.
3. Repeat step 2, diminishing pressure on hands to 75%.
4. Repeat step 3, diminishing pressure on hands to 50%, then 25%, then light touch to assist release, then no prompt, for 2 correct attempts at each prompt level.
5. Repeat step 1, standing in position to receive the ball after giving request for imitation.

Jumps Over a Hurdle 1.83

PERFORMANCE OBJECTIVE:

When presented with a model and the verbal request, "Now you do that", student will run five feet to an 18-inch hurdle, jump the hurdle without touching it, and land without losing balance. Student will jump over the hurdle within 30 seconds of request for four out of five attempts for four consecutive days.

MATERIALS:

Two posts (with holes drilled at 4, 5, 7, 10, 12, 14, 16, and 18 inches from ground) placed at least five feet apart, two pegs to fit holes, one 5-6' dowel. Or, two chairs placed at least five feet apart, and one eight foot rope.

SUGGESTIONS FOR INSTRUCTION:

1. Between posts or chairs, suspend dowel or rope (hurdle) four inches from ground. Model running a five foot distance to hurdle, jumping it, and landing with arms extended at sides to retain balance. Position student at starting point five feet from hurdle, and say, "Now you do that". Reward attempts and repeat model imitation procedure (with appropriate instructions as required) until student jumps hurdle without touching it or losing balance on landing for two successive attempts.

2. Repeat step 1 with hurdle set at 6, 8, 10, 12, 14, 16 and 18 inches respectively. If student does not clear hurdle for two consecutive attempts, return to last successful step and proceed from there.

3. Continue until criteria are met.

Kicks a Rubber Ball Toward Target 1.84

PERFORMANCE OBJECTIVE:

When presented with a model of the desired response, a large rubber ball placed 10 feet from a target, and a request to imitate the model, student will approach and kick a large rubber ball so that it travels 10 feet and comes within 2 feet of target. Student will kick the ball within 3 seconds of request, for four out of five attempts for four consecutive days.

MATERIALS:

Large rubber ball, large (approximately 4' high, 4' wide) unbreakable object in student's natural environment (e.g., closed door, mark on wall, tree, stairs, box) to serve as target.

SUGGESTIONS FOR INSTRUCTION:

1. Place ball 4 feet from target. Model running up to ball and kicking it to target. Reposition ball and place student a short distance from ball in direct alignment with ball and target. Say, "Now you do it". Reward any attempt and repeat model-imitation procedure, concentrating on angle of foot and force of kick. Increase distance between student and ball (running distance) if necessary for more forceful kick. Slow down model and give verbal instructions with model-imitation procedure as necessary. Repeat for two consecutive successful attempts. Reward increasingly accurate performance.

2. Repeat step 1 procedure, increasing initial distance between ball and target to 6 feet, then 8 feet, then 10 feet, for two consecutive successful attempts at each level.

3. Place ball 10 feet from target. Model running approach and kick to target. Reposition ball and say, "Now you do that". If student imitates, reward and repeat until criteria are met. If not, return to appropriate level of instructional procedure, and continue from there.

Throws Bean Bag Into Basket 1.85

PERFORMANCE OBJECTIVE:

When presented with a model and a hand-sized bean bag and requested to imitate the model, student will throw the bean bag underhand, using either or both hands, for a distance of five feet into a basket. Student will initiate the act within 5 seconds of request for four out of five attempts for four consecutive days.

MATERIALS:

Hand-sized bean bag, basket 12-18" in diameter.

SUGGESTIONS FOR INSTRUCTION:

1. Model underhanded toss into basket from a distance of five feet. Place student five feet from basket, give bean bag, and say, "Now you do it". If student imitates correctly, reward and repeat until criteria are met. If not, reward attempt and proceed to next appropriate step.

2. Place student, bean bag in dominant or both hands, two feet from basket. Stand behind him with hand over his. Say, "Throw the bean bag in", and manually guide underhand arc and release of bean bag. Reward and repeat for two consecutive successful attempts.

3. Repeat procedure described in step 2, using hand on wrist, then under elbow, then under upper arm, with gradually decreasing pressure, until no physical prompt is used. Reward increasingly independent performance, and repeat for two consecutive successes at each level.

4. Repeat steps 2 and 3 with student 3 feet from basket, then 4 feet, then 5 feet.

5. From a distance of five feet from basket, model underhand toss of bean bag into basket. Give student bean bag and place him five feet from basket. Say, "Now you do that". If he does, reward and repeat until criteria are met. If not, return to last successful level.

Throws Ball 15 or More Feet 1.86

PERFORMANCE OBJECTIVE:

When presented with a model and a small ball, student will throw the ball forward 15 feet or more, using a one-armed overhand throw (arm drawn back with elbow bent and hand raised above shoulder level, then swung out and forward, preferably with a snapping motion of elbow and wrist, as arm is extended and ball released).

MATERIALS:

Small ball

SUGGESTIONS FOR INSTRUCTION:

1. Model overhand throw of ball slowly. Place ball in student's dominant hand. Stand behind student with his hand (and ball) in your corresponding hand. Draw his hand and arm back, then out and forward, releasing ball at highest point of motion. Reward and repeat for two consecutive successful throws of 15 foot distance.
2. Repeat step 1 procedure, using hand on wrist, then hand under elbow, then on upper arm, gradually reducing pressure at each location, until no prompt is required. Reward increasingly independent performance and repeat for two consecutive successes at each level.
3. Model throwing ball overhand a distance of 15 feet or more. Give student ball and say, "Throw the ball as far as you can." If he imitates, reward and repeat until criteria are met. If not, return to last required level of assistance and proceed from there.

Hops on One Foot 1.87

PERFORMANCE OBJECTIVE:

When presented with a model and requested, "Now you hop on one foot (to me)", student will raise one foot and hop forward a minimum of five feet on other foot, without losing balance or placing raised foot on the floor. Student will initiate response within 10 seconds of request for three out of three attempts for three consecutive days.

MATERIALS:

None

SUGGESTIONS FOR INSTRUCTION:

(See Performance Objectives 1.43, 1.64, 1.73, and 1.87 for entry skills - balancing and hopping on one foot.)

1. Model hopping on one foot in place. Stand in front of student and say, "Now you hop on one foot." If necessary, physically assist imitation then gradually reduce assistance until student hops independently. Reward increasingly independent performance.

2. Stand in front of and two feet away from student. Model hopping to him on one foot, saying, "Look, I'm hopping to you on one foot". Return to two foot distance and say, "Now you hop to me." If necessary, draw student forward with hands under his forearms, then repeat, reducing manual assistance to 75% pressure, then 50%, then light touch, then no assistance. Reward increasingly independent performance. Repeat for two consecutive unassisted successes.

3. Repeat step 2, using distance of 3 feet, then 4 feet, then 5 feet. Return to previous prompt level or distance if student has difficulty or loses balance.

4. Stand in front of and five feet from student. Model hopping on one foot to student. Return to five foot distance and say, "Now you hop on one foot to me". If student does, reward and repeat until criteria are met.

Keeps Balloon Aloft 1.88

PERFORMANCE OBJECTIVE:

When presented with an inflated balloon and a model, student will keep balloon aloft, not touching the floor, for 15 consecutive seconds by repeatedly hitting it upward. Within 20 seconds of request, "Now you keep hitting it to keep it up as long as you can", student will keep the balloon aloft for four out of five attempts for three consecutive days.

MATERIALS:

Inflated circular balloon

SUGGESTIONS FOR INSTRUCTION:

1. Model batting balloon upward with short, light taps on underside of balloon, keeping it in the air for at least fifteen seconds. Give balloon to student and say, "Now you keep hitting it to keep it up as long as you can". If student keeps balloon aloft for fifteen seconds, reward and repeat until criteria are met. If not, reward any attempt and proceed to the next appropriate step.
2. Without balloon, model (underhand) batting movement with short, light upward strokes. Stand behind student with hands under his, and manually guide student's imitation of movement. Gradually reduce hand-to-hand contact to 50% pressure; light hold; fingers in contact with student's hand; fingertips in contact with hand; then no touch. Reward increasingly independent performance. Repeat procedure as needed until student imitates 3-4 consecutive movements twice without assistance.
3. Repeat step 2, using balloon for model and imitation.
4. Repeat 15 second model, give balloon to student and say, "Now you keep hitting it to keep it up as long as you can". Reward student for increasingly greater periods of time balloon is kept aloft. Return to least required level of physical assistance if duration decreases on two consecutive attempts.
5. Repeat step 4 until duration is increased to 15 seconds without assistance and criteria are met.

Performs a Standing Broad Jump 1.89

PERFORMANCE OBJECTIVE:

When positioned on a starting line and upon request, student will perform a standing broad jump by bending his knees and propelling self forward by swinging arms in a forward direction, landing in an upright position at least two feet forward. Student will perform a standing broad jump for three out of four trials.

MATERIALS:

Line for starting point and appropriate age and interest materials for reward.

SUGGESTIONS FOR INSTRUCTION:

1. Teacher models standing broad jump.
2. Position student on starting line and say, "Jump forward as far as you can".
3. Reward if distance criteria is reached or independent attempt is made.
4. If independent attempt is made, but criterion not reached, decrease distance to one foot. Reward all successful attempts.
5. If independent attempt is not made, handshape by bending student's knees. Teacher stands directly behind student and grasping forearms of student, raises student's arms into upright position, moves them in a downward-backward motion and then a forward motion. Teacher says, "Jump".
6. With an appropriate sized student, teacher should simultaneously with forward motion of arms, raise knee and place it under buttocks of student and gently exert a forward, slightly upward motion.
7. Release student's forearms as forward motion is begun.
8. Reward student when jump is complete.
9. When student has successfully jumped one foot 4 out of 5 trials, increase distance to 1½ feet. Reward all successful trials. Continue until criteria are met.

Moves Through A Four Part Obstacle Course 1.90

PERFORMANCE OBJECTIVE:

Given course directions, an obstacle course consisting of positioned blocks, a board and a bean bag, and a verbal request, the student will walk to, step on, and then step down from block; crawl under rope without touching it; place bean bag on head and carry it without touching it; and walk entire length of a five foot balance beam while maintaining balance. Student will complete the course in correct sequence within 2 minutes of request for three out of four trials.

MATERIALS:

1. Block large enough for student to step on and off of without block tipping.
2. Five foot rope strung three feet high.
3. Bean bag approximately 4" square.
4. Balance beam.
5. Age and interest-appropriate materials for reward.

SUGGESTIONS FOR INSTRUCTION:

1. Set obstacles at least five feet apart from each other in either a square or straight line course.
2. Verbally describe the correct procedure and sequence of the events.
3. Teacher models the correct procedure and sequence of the events.
4. Teacher says to student, "It's your turn. Remember to do everything".
5. Handshape if necessary any area where error is made:
    A. Steps on and off block
    Hold student's hand if extra balance is needed. Fade physical prompt to student holding one finger of teacher's hand to zero physical prompt.

B. Crawls under rope
Teacher models for student. Emphasize that student must stay in crawl position and stay low.

C. Bean bag on head
Practice walking with bean bag on student's head. Student should put arms out at 90° angle to body, palms down for balance. Verbally emphasize keeping chin up and head straight. Teacher may have student focus eyes on one chosen target on wall while walking to decrease outside stimuli and increase eye focus. Handshape head if necessary by teacher walking behind student with hands holding student's head straight ahead and level.

D. Walk balance beam
Position student on end of beam with arms out at 90° angles to body, palms down, chin up, head level, one foot placed in front of the other. A target may be placed at student's eye level at end of beam for eye focus and reduction of outside stimuli. Teacher should hold one hand for balance and say "walk." Teacher walks with student to end of beam. Reward. Decrease physical prompt by student holding one finger of teacher's hand while walking. Fade to zero. Continue to use verbal prompts of arms out, chin up, look straight ahead, before student walks.

6. Reward for successful trial in area being practiced.

7. Repeat step 4.

8. Reward if student reaches event and time criteria. Continue until successful trials criteria are met.

Skips Smoothly 1.91

PERFORMANCE OBJECTIVE:

Given a verbal request, student will skip in a standard step-hop, step-hop pattern for a distance of 10 feet, without pausing. Student will skip within 30 seconds of request, for four out of five trials.

MATERIALS:

Age and interest-appropriate materials for reward.

SUGGESTIONS FOR INSTRUCTION:

1. Teacher models step-hop, step-hop skipping pattern.
2. Teacher stands side by side with student, grasps his hand and wrist firmly and says, "Skip".
3. Teacher should skip with student, matching step and hop and exerting upward pressure on student's wrist and hand with each upward movement of step -hop pattern.
4. Skip together for ten feet, then reward.
5. Fade physical assistance by decreasing pressure on student's hand and wrist in increments of 25% until physical assistance is zero.
6. Teacher may continue to skip with student on an independent, side by side basis if necessary. Reward all successful attempts.
7. Reward all independent attempts.
8. Teacher should stand ten feet in front of and facing student. Say,"Skip to me". Reward successful attempts.
9. Continue trials until all criteria are met. Reward all successful attempts.

Performs Running Broad Jump 1.92

PERFORMANCE OBJECTIVE:

Upon request, student will perform a running broad jump by taking at least three running steps to a line and jumping, without hesitation, landing on both feet. Student will perform the broad jump correctly for four of five trials.

MATERIALS:

Broad jump area with line for jumping. Age and interest appropriate materials for reward.

SUGGESTIONS FOR INSTRUCTION:

1. Teacher models the running broad jump, emphasizing taking three running steps before jumping. Start step, step, step pattern with dominant foot, jumping and landing with weight evenly distributed on both feet.
2. Teacher says to student, "Your turn, jump as far as you can". Reward independent attempt.
3. If jump meets distance criteria, continue until all criteria are met. Reward each successful attempt.
4. If distance criteria are not met, teacher should firmly grasp student's forearm just below the elbow and walk the student to jump line using three step pattern. Count each step out loud, "1 - 2 - 3 -".
5. At line say, "Jump" while exerting upward foreward motion on student's forearm. Reward at completion of jump.
6. Decrease pressure on arm in successive increments of 25% until pressure is zero.
7. If necessary, continue verbal counting prompt. Emphasize starting on dominant foot of student.
8. Continue until all criteria are met. Reward each successful attempt.

Walks Two-Inch Balance Beam 1.93

PERFORMANCE OBJECTIVE:

Presented with a 2" wide balance beam placed 3" above the floor and a verbal request, the student will walk the distance of the beam using alternate steps without falling off the beam or touching one foot to the floor for four out of five times within 30 seconds of request.

MATERIALS:

Two inch wide balance beam three inches off the floor. Age and interest-appropriate materials for reward.

SUGGESTIONS FOR INSTRUCTION:

1. Teacher models walking balance beam using alternate foot walking pattern.
2. Position student on end of beam, arms out at 90^{o} angles to body, palms down, with chin up, head level, one foot placed in front of the other. A target may be placed at student's eye level at end of beam for eye focus and reduction of outside stimuli.
3. Teacher should hold one hand for balance and say, "Walk". Teacher walks with student to end of beam. Reward.
4. Decrease physical prompt to student to teacher holding one of student's fingers while walking. Fade to zero. Continue to use verbal prompts of "arms out, chin up, look straight ahead", before student walks.
5. Fade verbal prompt to "Walk" when student is in correct position at end of beam.
6. Continue until all criteria are met. Reward each successful attempt.

Performs Heel-Toe Walk 1.94

PERFORMANCE OBJECTIVE:

Upon request, student will walk in a heel-toe pattern by placing one foot in front of the other, with heel touching back toe. Student will perform a heel-toe walk for a distance of ten feet within one minute of request for four out of five attempts.

MATERIALS:

Age and interest-appropriate materials for reward.

SUGGESTIONS FOR INSTRUCTION:

1. Teacher models walking in heel to toe pattern, placing one foot in front of the other with heel touching back toe.

2. Teacher should stand ten feet away from student and say, "Walk to me like that".

3. If successful attempt is made, reward. Continue until criteria are met, rewarding all successful trials.

4. If trial is unsuccessful, teacher should handshape walking pattern by squatting behind student, placing hand on student's dominant foot (if known) and placing it one step ahead of the other foot with heel touching toe of back foot.

5. Student should position arms at 45° angle to body for better balance. Teacher continues exerting pressure on feet of student, causing alternate heel-toe walking pattern for distance of ten feet.

6. Decrease physical prompt by 25% in successive increments until zero physical prompt is obtained. Reward all successful approximations.

7. Repeat steps 2 and 3.

8. If unsuccessful, repeat steps 4-6 until all criteria are met.

Walks Down 10 Stairs 1.95

PERFORMANCE OBJECTIVE:

When placed at top of stairway, student will descend steps alternating feet. Student will walk down 10 steps, without assistance, within 1 minute of request for two out of three trials.

MATERIALS:

A stop watch and a set of ten stairs.

SUGGESTIONS FOR INSTRUCTION:

1. Model walking down the stairs with alternating feet, while saying, "Do this" to student. If the student does not imitate the behavior, then hand shape. Support the student with one hand as you help place one leg on a step and the other on the step below. Reinforce independent efforts.

2. Gradually fade hand shaping until the student can walk unassisted down 10 steps using alternating feet, two out of three times, within one minute of request.

Carries a Ten Pound Sack 1.96

PERFORMANCE OBJECTIVE:

When presented with a ten pound sack, student will carry it for a distance of five feet without dropping it. Student will initiate the response within 30 seconds of request, one out of two times.

MATERIALS:

Sack of flour, sugar, etc., measuring tape, bag, lightweight object.

SUGGESTIONS FOR INSTRUCTION:

1. Stand with student five feet away and facing you. Call "Come to me." If student can follow this direction, move to step 2.
2. Place in student's hand a small bag containing a lightweight object. Give the command, "Come to me."
3. If student can follow this direction, place a five pound bag in student's hand and give the command: "Come to me." Have the student carry the bag a distance of five feet.
4. If student can follow this direction, place a bag which weighs ten pounds in student's hands and have student carry bag a distance of five feet upon the command, "Carry the bag to me."
5. Have the student carry the ten pound bag to the table upon the command, "Carry the bag to the table." When student does this one out of two times within 30 seconds of request, he has reached criterion.

Catches Ball With Both Hands 1.97

PERFORMANCE OBJECTIVE:

When presented with a small ball, thrown from a distance of five feet, student will catch the ball, using both hands, for two out of three times.

MATERIALS:

Four inch ball, tape measure.

SUGGESTIONS FOR INSTRUCTION:

1. Starting about a foot apart, teacher throws ball slowly to student. If student has problems catching, then remediation is needed. Hand ball to student making sure he grasps with both hands. Reinforce with praise when he has done it properly.

2. Teacher moves back one foot making the distance two feet from the student. Teacher throws ball easily to student and praises when student catches the ball properly.

3. Teacher moves back until he is three feet from student. He throws ball to student and praises generously when student catches the ball.

4. Teacher moves back until he is five feet from student. When student can catch the ball using both hands at a distance of five feet for two out of three times, criterion has been reached.

Kicks a Rolling Ball 1.98

PERFORMANCE OBJECTIVE:

When presented with a ball that has been rolled to him, student will kick the ball a distance of five to ten feet to a fellow student. Student will kick the ball correctly for two out of three times.

MATERIALS:

Large rubber ball, measuring tape, one other student.

SUGGESTIONS FOR INSTRUCTION:

1. Teacher places ball in front of student and gives command, "Kick the ball". Teacher reinforces student for correct response.

2. Standing one foot away, teacher rolls ball slowly to student and says, "Kick the ball". Teacher reinforces correct response.

3. Standing two feet away, teacher rolls ball slowly to student and says, "Kick the ball". Teacher reinforces correct response.

4. Standing five feet away, teacher rolls ball slowly to student and says, "Kick the ball". Teacher reinforces correct response.

5. With other student five feet away from first student, teacher places ball in front of second student and gives the command, "Roll the ball to (student's name)". When student can kick ball five to ten feet to a fellow student two out of three times criterion has been reached.

Jumps Rope 1.99

PERFORMANCE OBJECTIVE

The student will hold the ends of the rope in hands, swing it over his head and under feet in a relatively steady motion so as to jump over it five times in a row (in any manner) without missing, two out of three times on three consecutive days.

MATERIALS:

6-8' jump rope

SUGGESTIONS FOR INSTRUCTION:

1. Student will swing rope over head. Model and assist as necessary, holding ends of rope, standing erect with feet together, placing rope in back, and swinging over head to front. Practice arm movements for swinging rope over head before holding rope if necessary. Use modeling to instruct arm movements. Practice making forward circles with arms one at a time, **then with both arms.** When circles can be made, hold rope and simulate movements.

2. Student will step over rope one time as it is swung over head when shown model. Model swinging rope over head and stepping over by leading with one foot over rope and following with other. After stepping over, immediately swing rope over head again to avoid getting caught on trailing foot.

3. Student will step over rope 5 times as it is swung over head to front. Repeat modeling procedure as in step 2 for five steps. Use verbal prompts "over" and "jump" for swinging rope over and stepping as respective behaviors are done.

4. Student will jump over rope one time as it is swung over head. Repeat model as in step 2, emphasizing a jump instead of step. If student has difficulty imitating "jump" model, practice jumping over rope by placing rope on floor and practicing jumping over as it would be done with rope swung over head.

5. Student will jump over rope five times as rope is swung over head. Repeat procedure in step 4; first **jumping over rope for each** individual swing, then up to five. Model jumping rope longer periods to increase number of jumps. Play fast and slow games to increase rate and proficiency in jumping rope.

Rolls Ball to Hit Object 1.100

PERFORMANCE OBJECTIVE:

Student will roll the ball without any bounces a distance of 10' to hit the designated object, three out of four times, two consecutive days.

MATERIALS:

Large ball, objects such as bowling pins, large blocks or other appropriate objects to knock down.

SUGGESTIONS FOR INSTRUCTION:

1. Student will roll ball to knock down object three feet away. Model rolling ball to knock object down by standing with feet spread apart, ball between legs, holding ball with two hands, placing on floor, and rolling toward object. Take turns rolling ball and setting up objects. Provide manual guidance for assistance by placing hand over hand and guiding arms, hands, and body through positioning, placement, and movements.

2. Student will roll ball to hit object five feet away. Repeat modeling and physical assistance as in step 1. Position head for eye contact with object. Continue to take turns. Play group games with points for student who knocks most objects down most number of times.

3. Student will roll ball to knock object down eight feet away. Fade physical assistance to roll ball to intermittent physical assistance for positioning as needed. Provide manual guidance if student misses object more than two consecutive times.

4. Student will roll ball to hit object ten feet away. Provide physical assistance only as needed to correct positioning and placement. Practice fast and slow games for rolling ball with accuracy. Change balls and objects to practice different games and techniques.

Run 50 Feet 1.101

PERFORMANCE OBJECTIVE:

The student will run quickly the entire distance in a relatively straight line without stumbling or slowing down, two out of two times on three consecutive days.

MATERIALS:

A 50 foot marked running course at 10' intervals.

SUGGESTIONS FOR INSTRUCTION:

1. Student will run 10'. Model running entire distance. Say "On your mark, get set, go!" before beginning. Take turns running distance. Use manual guidance on alternating trials or when student stops running or slows down. Hold upper part of hips from behind and gently push entire distance. Release contact as student begins to run.

2. Student will run 20'. Repeat modeling procedure as in step 1. Provide manual guidance as needed. Reward student at finish line with praise or preferred object or edible. Take turns with peers.

3. Student will run 30'. Continue taking turns. Provide physical assistance only if student refuses to run for two attempts. Wait at finish point and cheer student to "run." Alternate turns with peers.

4. Student will run 40'. Establish racing games between peers for running. Praise both students for finishing and reward winner. Provide physical assistance only if student does not run on two attempts.

5. Student will run 50'. Continue competetive races between peers. Designate overall winner. Reward each student for running. Divide racing teams between peers.

Slide Down Backwards 1.102

PERFORMANCE OBJECTIVE:

The student will seat self at top of slide with back facing down the ramp, push himself with arms so as to go all the way down the slide in a backward sitting position, and stop at the end or land gently without injury, two out of two times on two consecutive days.

MATERIALS:

Small children's slide (3-5')

SUGGESTIONS FOR INSTRUCTION:

1. Student will sit at top of slide backwards with physical assistance. Model sitting on slide backwards and frontwards. Say "Watch me, I'm sitting frontward, now backward. Can you show me backwards?" Physically assist student to sit backward. Provide enough support for sitting backward to avoid fear. Ask student to "Sit backward on the slide." Assist student to position as necessary.

2. Student will sit backwards on slide and slide down with physical assistance. Say, "Sit backward on the slide." Assist student to sitting position. Say "Slide down backward." Assist the student in slowly sliding down slide backwards by holding body with enough support to prevent fear. Praise student for sliding down backward.

3. Student will slide down slide backward with intermittent physical assistance. Repeat procedure in step 2 providing assistance intermittently by releasing contact as student gains confidence in initiating movement. Take turns with peer who can do task independently.

4. Student will slide down slide backward. Fade all physical assistance. Ask student to slide down backward using verbal prompts for positioning as needed.

Backward Somersault 1.103

PERFORMANCE OBJECTIVE:

The student will squat, place hands on floor, tuck chin in, and push self over backwards, rolling completely back over head and landing on knees or feet again without falling sideways, two out of two times on two consecutive days.

SUGGESTIONS FOR INSTRUCTION:

1. Student will do a backward somersault with total manual guidance. Model performing backward somersault by squatting, placing hand on floor at sides, falling backwards and pushing self over. Task should be performed on soft ground or cushion. Physically assist student to position for backward somersault by placing in squat position with hands on floor at sides. Place hand on student's back and under legs and slowly guide through somersault. Alternate turns with peers, using peer models who are more competent at completing entire task.

2. Student will complete backward somersault with reduced manual guidance. Repeat procedure in step 1, giving physical assistance with one hand under legs only. If student is afraid to proceed, give intermittent total assistance by placing hand on back and under legs. Remove hand on back as movement is initiated.

3. Student will complete backward somersault with intermittent physical assistance. Repeat procedure as in step 2, releasing contact as movement is initiated.

4. Student will complete backward somersault. Say to student, "Do a backward somersault." Provide physical assistance only if student becomes stuck in position. Use modeling and verbal prompts for correct positioning.

FINE MOTOR 2.0

Clenches Fist on Contact 2.1

PERFORMANCE OBJECTIVE:

When touched on the open palm with a one-inch cube, student will clench fist within three seconds of contact, for four out of five attempts during a three minute session across three days.

MATERIALS:

One 1" cube or similar size age-appropriate item.

SUGGESTIONS FOR INSTRUCTION:

1. Teacher touches the open palm of student's hand with cube.
2. Teacher rewards immediately when student clenches fist and continues procedure until criterion is met.
3. If student gives incorrect or no response, teacher will hand-shape by placing hand underneath student's with fingers pointing in the same direction. Teacher places object on student's palm and gently closes student's hand to achieve clenched fist. Reward immediately.
4. Repeat step 3, closing student's fist 3/4 of the way.
5. Repeat step 4, closing student's fist 1/2 of the way.
6. Repeat steps 1 and 2.
7. When criterion is met with one hand, apply procedure for teaching skill with student's other hand.
8. Continue procedure until criterion is met with both hands.

Follows Objects With Eyes 2.2

PERFORMANCE OBJECTIVE:

When presented with a moving flashlight beamed 12" in front of face in an arc, student will follow beam with eyes to midline within 2 seconds of initial movement on four out of five attempts during a 3 minute session across three days.

MATERIALS:

Flashlight

SUGGESTIONS FOR INSTRUCTION:

1. Teacher slowly moves object in front of student's eyes in an arc from side to midline at a distance of 12" from student's eyes.
2. Reward immediately if student follows object with eyes to midline. Continue procedure until criterion is met.
3. If student gives incorrect response or no response, place flashlight 3" to the left or right of student's eyes and slowly move it to midline. If student moves head, teacher holds it stationary. Reward immediately if student's eyes follow object to midline.
4. Repeat step 3, starting with flashlight 5" to the left or right of student's eyes.
5. Move flashlight from either side to midline 12" in front of student's eyes in an arc.
6. Repeat steps 1 and 2.

Grasps and Holds Object 2.3

PERFORMANCE OBJECTIVE:

When presented with either a one-inch cube or a one-inch ball, student will grasp and hold object within 3 seconds of initial contact for five seconds, on four out of five attempts during a five minute session across three days.

MATERIALS:

One 1" cube, one 1" ball.

SUGGESTIONS FOR INSTRUCTION:

1. Teacher places object in student's open palm.
2. Reward immediately when student grasps. Continue procedure until criterion is met.
3. If student does not grasp object within three seconds teacher will handshape correct grasp by gently holding student's hand and wrapping fingers around object. Reward for grasping.
4. Repeat step 3, moving student's hand half way around object.
5. Repeat steps 1 and 2.
6. Apply same procedure for teaching skill with student's other hand when criterion is met with first hand.
7. Continue training until criterion is met with both hands.

Extends Both Arms Toward Object 2.4

PERFORMANCE OBJECTIVE:

Given a desirable object placed on a table within reach, student will fully extend both arms in the direction of the object. Student will reach for object within 10 seconds of initial placement on four out of five attempts during a five minute session across three days.

MATERIALS:

One rattle or similar age-appropriate item, table.

SUGGESTIONS FOR INSTRUCTION:

1. Student places hands palm down on edge of table top.
2. Teacher manipulates object for five seconds within 12" of student's face and returns object to table within student's reach.
3. Reward immediately when student extends arms toward object.
4. If student fails to extend both arms in the direction of the object within 10 seconds of its being placed on the table, teacher physically prompts by moving student's arms toward the object and guiding student's hands in grapsing it.
5. Repeat step 4, moving student's arms and hands to object and waiting five seconds for student to grasp.
6. Repeat step 5, moving student's hands within two inches of object.
7. Repeat step 5, moving student's hands within twelve inches of object.
8. After teacher manipulates object, student will reach, grasp and manipulate object within 10 seconds.

Grasps, Lifts and Manipulates Object 2.5

PERFORMANCE OBJECTIVE:

Given a desired object, student will lift object at least 3" within 10 seconds of placement in hand. Student will lift object for five consecutive seconds on four out of five attempts during a five minute session across three days.

MATERIALS:

One rattle or similar age-appropriate item.

SUGGESTIONS FOR INSTRUCTION:

1. Student places one hand palm up on table top.
2. Teacher places the object in student's hand.
3. Reward immediately when student manipulates object 3" above table top and continue procedure until criterion is met.
4. If student gives incorrect or no response, teacher will place hand on student's, grasping object and manipulating it above table top. Reward immediately when student grasps and manipulates object.
5. Repeat step 4, moving student's hand to object, lift above table and release as student manipulates.
6. Repeat step 5, moving student's hand to object and releasing.
7. Repeat step 6, moving student's hand to within 6" of object.
8. Student will grasp object within ten seconds of placement, lift and manipulate it 3" above table. Continue until student meets performance criteria.

Extends Hand In Raking Moation 2.6

PERFORMANCE OBJECTIVE:

When shown a preferred object within reach, student will reach for the object with one hand, using a raking motion, within 30 seconds of initial placement of object on four out of five trials during a five minute session across three consecutive days.

MATERIALS:

Raisins, table and motivating object.

SUGGESTIONS FOR INSTRUCTION:

1. Teacher will show student object, then place on table within student's reach.
2. Teacher will give verbal prompt, "Pick up the _____(object)".
3. Reward immediately if student uses raking motion to reach for object within 30 seconds. Continue procedure until criterion is met.
4. If student does not respond or gives incorrect response, teacher will handshape motion by gently opening student's fingers, holding student's arm at elbow and guiding in a reaching and raking motion.
5. Repeat step 4, placing student's hand in position to rake, then release hand.
6. Repeat step 5, moving student's hand within 6 inches of object, then release hand.
7. When object is placed in position, student will move object using a raking motion within 30 seconds of placement. Continue until student meets performance criteria.

Transfers Object From One Hand To The Other 2.7

PERFORMANCE OBJECTIVE:

When given a 1" cube, student will transfer cube from one hand to the other within five seconds of presentation on four out of five trials over three consecutive days.

MATERIALS:

Two 1" cubes.

SUGGESTIONS FOR INSTRUCTION:

1. While student is holding a cube in his hand, teacher will present another cube to student. If student transfers the first cube to the other hand and takes the offered cube within five seconds, teacher will reward immediately and continue procedure until criterion is met.

2. If student does not respond, or responds incorrectly, teacher will enlist the aid of assistant. Teacher will sit in front of student while assistant sits next to student. Teacher will take cube in hand and assistant will hand teacher another cube. Teacher will transfer cube from one hand to another and grasp the second cube.

3. Teacher will say to student, "Now you try it". Repeat step 1.

4. If student does not respond or responds incorrectly, teacher will enlist the aid of assistant. Assistant will sit behind student or hold student on lap. Teacher hands student the cube. Assistant will hold student's arm lightly at the wrist and guide student through transferring of cube and grasping of offered cube with the newly emptied hand.

5. Repeat step 4 with assistant guiding the transfer procedure and allowing the student to grasp the new cube independently. Reward immediately.

6. Repeat step 5 using one half the pressure previously applied during the transfer procedure. Reward immediately.

7. During this step, assistant will remain behind student, but will not guide either the transfer or the grasping. Reward immediately.

8. While student is holding a 1" cube in his hand, teacher will present another cube to student. If student tranfers the first cube to the other hand and takes the offered cube within five seconds, teacher will reward immediately and continue procedure until criteria are met.

Shakes Rattle Or Bell 2.8

PERFORMANCE OBJECTIVE:

When rattle or bell is placed within student's reach and student is instructed to shake the object, student will grasp and shake object within five seconds of request on four out of five trials over three consecutive days.

MATERIALS:

Rattle, bell, or other age appropriate object that will produce noise when manipulated.

SUGGESTIONS FOR INSTRUCTION:

1. Teacher will place object within student's reach and give verbal prompt, "Shake the ______". If student responds correctly within five seconds, reward immediately and continue procedure until criteria are met.
2. If student does not respond or responds incorrectly, teacher will grasp object and shake it. Teacher will say, "Now you do it".
3. Repeat step 1.
4. If student does not respond or responds incorrectly, teacher will say, "Shake the ______". Teacher will grasp student's hand just below the wrist so the fingers can be manipulated. Guide student through grasping and shaking motion. Reward immediately.
5. Repeat step 4, reducing amount of pressure by one half. Reward immediately.
6. Repeat step 5, using guidance only for shaking motion. Reward immediately.
7. Place object within student's reach and give verbal prompt, Shake the ______". If student responds within five seconds, reward immediately and continue procedure until criteria are met.

Visually Examines Object 2.9

PERFORMANCE OBJECTIVE:

With an object held within one foot of face, student will examine object with eyes for at least five seconds, on four out of five trials over three consecutive days.

MATERIALS:

Rattle, Bell, or other age-appropriate object that will make noise when manipulated.

SUGGESTIONS FOR INSTRUCTION:

1. Teacher will hold and manipulate object to let student know that object will make noise if manipulated.
2. Teacher will hold object within one foot of student's face, if student examines object with eyes for five seconds, reward immediately and repeat procedure until criterion is met.
3. If student does not respond or responds incorrectly, teacher will manipulate object. Using exaggerated movements, teacher will move object to left and right of midline, following motion with head and eyes.
4. Teacher will hold object within one foot of his face and examine for ten seconds.
5. Teacher will give verbal prompt, "Now look at this", and hold object within one foot of student's face. If student examines object for five seconds, reward immediately and continue procedure until criterion is met.
6. If student does not respond or responds incorrectly, teacher will hold object within one foot of student's face and put his hand under student's chin and physically guide student's head to follow object as teacher moves from left to right. Reward immediately.

7. Repeat step 6 without moving object from side to side, but physically guiding head to examine object. Reward immediately.
8. Teacher will hold object within one foot of student's face, if student examines object for five seconds, reward immediately and continue until criterion is met.

Removes Peg From Pegboard 2.10

PERFORMANCE OBJECTIVE:

When presented with a pegboard containing one large round peg, student will remove the peg within five seconds of presentation and verbal request, "Take out the peg". Student will remove the peg on four out of five trials over three consecutive days.

MATERIALS:

Pegboard with large peg.

SUGGESTIONS FOR INSTRUCTION:

1. Teacher will hold student on lap or sit behind him in a chair with student and teacher facing in same direction. Teacher will hold pegboard in front of student and model correct response by removing the large peg. Teacher will replace peg and give verbal prompt, "Take out the peg".
2. If student performs task correctly, reward immediately and continue procedure until criterion is met.
3. If student does not respond or responds incorrectly, teacher will give verbal prompt, "Take out the peg", and grasping the student's hand just above the wrist guide the student's hand to the peg. When student grasps peg, move his hand away from the pegboard. Reward immediately and go on to next step.
4. Repeat step 3, holding student's arm half way between elbow and wrist, guiding student through task. Reward immediately.
5. Repeat step 3, holding student's arm at the elbow, guiding student through task. Reward immediately.
6. Present pegboard containing large peg to student. Give verbal prompt, "Take out the peg". If student responds within five seconds of prompt, reward immediately and continue procedure until criterion is met.

Bangs Two Blocks Together 2.11

PERFORMANCE OBJECTIVE:

With two one-inch blocks, one placed in each hand, student will bang the blocks together at least two times. Student will bring the blocks together within 1 minute of receiving them, on four out of five trials during a five minute training session on three consecutive days.

MATERIALS:

Two 1" blocks.

SUGGESTIONS FOR INSTRUCTION:

1. Teacher models how to bang the blocks together.
2. Teacher places a block in each of the student's hands.
3. Teacher gives physical assistance by placing hands just below student's wrists and banging blocks together several times.
4. When student independently brings blocks together, teacher can reduce physical assistance by placing hands at student's elbows to guide him through the completion of the task.
5. Continue to reduce physical assistance in successive steps until student bangs blocks together independently. Reward immediately after successful trials.
6. Continue procedure until criteria are met.

Reverses Bottle to Bring Nipple to Mouth 2.12

PERFORMANCE OBJECTIVE:

When handed a bottle with nipple pointing away from face, student will turn the bottle around so the nipple is facing his mouth. Student will correctly turn bottle within 30 seconds of receiving it, on four out of five trials during a five minute training session across three consecutive days.

MATERIALS:

Baby bottle containing 2 ounces juice or other liquid.

SUGGESTIONS FOR INSTRUCTION:

1. Teacher models turning the bottle around so nipple is facing mouth.
2. Teacher hands bottle to student backwards.
3. Teacher gives physical assistance by placing hands just below student's wrists and turning the bottle around so nipple is facing mouth.
4. When student independently turns bottle halfway around, repeat step 2 and reduce physical assistance by using only fingertips to guide student through the completion of the task.
5. Continue to reduce physical assistance in successive steps until student completes task unassisted. Reward immediately after successful trials.
6. Continue procedure until criterion is met.

Searches For Vanished Object 2.13

PERFORMANCE OBJECTIVE:

Shown a bottle which is then hidden under nearby cloth, within student's reach and view, student will remove cloth and pick up the bottle. Student will initiate response within 30 seconds after bottle has been hidden, on four out of five trials during a five-minute training session on three consecutive days.

MATERIALS:

Cloth (18"x18"), baby bottle containing 2 ounces of juice or other liquid.

SUGGESTIONS FOR INSTRUCTION:

1. Teacher shows bottle to student and then hides it under nearby cloth within reach and view.
2. Teacher removes cloth, picks up bottle and says, "Here it is."
3. Repeat step 1.
4. Teacher gives physical assistance by placing hands just below student's wrists and guiding student to hidden bottle.
5. When student moves either hand towards bottle halfway, teacher can reduce physical assistance by using fingertips to guide student to completion of task.
6. Continue to reduce physical assistance in successive steps until student removes cloth and picks up bottle unassisted. Reward immediately after successful trials.
7. Continue procedure until criteria are met.

Grasps Small Object Using Overhand Pincer Grasp 2.14

PERFORMANCE OBJECTIVE:

With a raisin or small edible treat placed on table within reach of student, student will pick up object using an overhand pincer grasp with tips of thumb and index finger. Student will grasp the object within 10 seconds of presentation, on four out of five trials during a five minute training session on three consecutive days.

MATERIALS:

Raisins or other appropriate small edible treats.

SUGGESTIONS FOR INSTRUCTION:

1. Teacher places raisin on table in front of student, using overhand pincer grasp.
2. Teacher models how to pick up the raisin, using overhand pincer grasp, and says, "Pick it up".
3. Teacher places hands around student's hand so that student makes a closed fist.
4. Teacher holds student's closed fist with one hand and with the other hand, extends the student's thumb and index finger so student's hand is in the "pincer position".
5. Teacher guides student's "pincer positioned" hand to raisin and closes the tips of the thumb and index finger until both touch raisin.
6. Teacher raises student's hand containing raisin and allows student to eat raisin.
7. Repeat steps 1 and 2, and when student independently moves hand to raisin, teacher can reduce physical assistance by using fingertips to guide student to the completion of grasp.
8. Continue to reduce physical assistance until student picks up raisin with overhand pincer grasp. Reward immediately after successful trials.
9. Continue procedure until criteria are met.

Releases Grasp of One Object 2.15

PERFORMANCE OBJECTIVE:

Given two 1" blocks, holding one in each hand, student will release grasp on at least one of the blocks when a cracker is held up to student's view and reach at a distance of twelve inches. Student will release at least one of the blocks within 10 seconds of presentation of the cracker; on four out of five trials during a five minute session across three consecutive days.

MATERIALS:

Two 1" blocks, crackers

SUGGESTIONS FOR INSTRUCTION:

1. Teacher places a block in each of student's hands.
2. Teacher touches cracker to student's hand and removes block from that hand. Teacher then immediately places cracker in empty hand and allows student to eat it.
3. Repeat step 1, touch cracker to student's hand and immediiately pull cracker away 2", and gently tap block out of student's hand with fingertip. Allow student to have cracker if he releases block.
4. When student releases grasp independently, repeat step 1 and present cracker 6" away.
5. After a successful trial, repeat step 1 and present cracker 12" away. Reward immediately with cracker after student releases grasp independently.
6. Continue procedure until criteria are met.

Places Ring on Peg Stand 2.16

PERFORMANCE OBJECTIVE:

When seated at table and with large plastic ring and a peg stand placed within reach, student will place ring on peg stand within 30 seconds of receiving materials. Student will complete the task correctly for four out of five trials during a five minute training session across three consecutive days.

MATERIALS:

One large plastic ring, peg stand.

SUGGESTIONS FOR INSTRUCTION:

1. Teacher models how to place the ring on the peg stand.
2. With peg stand in front of student, teacher hands ring to student and says, "Put the ring on here", while pointing to peg stand.
3. Teacher gives physical assistance by placing hand just below student's wrist and guiding it toward top of peg, allowing student to release ring so it slips onto peg.
4. When student independently moves ring halfway towards peg stand, teacher can reduce physical assistance by using fingertip to guide student to completion of task.
5. Continue to reduce physical assistance in successive steps until student places ring on peg unassisted. Reward immediately after successful trials.
6. Continue procedure until criteria are met.

Removes Object From Formboard 2.17

PERFORMANCE OBJECTIVE:

When seated at a table, with formboard containing 5" circleform placed within reach, student will remove the circleform by grasping it with thumb and forefingers. Student will remove the object within one minute after receiving materials, on four out of five trials during a five minute training session, on three consecutive days.

MATERIALS:

Formboard containing 5" diameter circleform.

SUGGESTIONS FOR INSTRUCTION:

1. Teacher models how to take the circleform out of formboard.
2. Teacher places formboard containing circleform in front of student and says, "Now you take it out".
3. Teacher gives physical assistance by placing hand just below student's wrist so fingers can be manipulated, and manually guides student through task.
4. When student initially touches circleform, teacher can reduce physical assistance by using fingertips to guide student to completion of task.
5. Continue to reduce physical assistance in successive steps until student picks up circleform unassisted. Reward immediately after successful trials.
6. Continue procedure until criteria are met.

Makes a One-inch Mark on Paper 2.18

PERFORMANCE OBJECTIVE:

With paper and crayon placed on table within reach, student will make at least one mark on paper, for a minimum distance of one inch. Student will initiate the task within 30 seconds of receiving materials, on four out of five trials during a five minute training session, across three consecutive days.

MATERIALS:

One piece 9"x11" construction paper and crayon.

SUGGESTIONS FOR INSTRUCTION:

1. Teacher models how to mark or scribble on paper.
2. Teacher positions paper in front of student and positions crayon in student's hand so point of crayon is pointing downward.
3. Teacher gives physical assistance by placing hand just below student's wrist and manually guides student to mark or scribble on paper.
4. When student touches crayon to paper independently, teacher can reduce physical assistance by using fingertip to guide student to completion of task.
5. Continue to reduce physical assistance until student marks on paper independently. Reward after successful trials.
6. Continue procedure until criteria are met.

Releases Ball 2.19

PERFORMANCE OBJECTIVE:

Given a soft 5" ball placed in both hands, student will throw ball underhand for a distance of at least 3 feet. Student will throw the ball within 15 seconds of receiving it, on four out of five trials during a five minute training session across three consecutive days.

MATERIALS:

Soft 5" diameter ball.

SUGGESTIONS FOR INSTRUCTION:

1. Teacher positions student standing about 3 feet away.
2. Teacher throws ball gently in underhand fashion using both hands.
3. Teacher then places ball in student's hands and says, "Now you throw it".
4. Teacher gives physical assistance by placing hands just below student's wrists and manually guiding student through task.
5. Repeat step 3 and reduce physical assistance by guiding student through task with hands at student's elbows.
6. Repeat step 3 and reduce further physical assistance by gently touching the backs of student's elbows with fingertips.
7. Continue to reduce physical assistance until student throws ball in underhand motion. Reward after successful trials.
8. Continue procedure until criteria are met.

Manipulates Moveable Objects 2.20

PERFORMANCE OBJECTIVE:

Given a toy with multiple moving parts, student will manipulate toy by moving at least two parts within 30 seconds after receiving toy; on four out of five trials during a five minute training session, across three consecutive days.

MATERIALS:

Toy with multiple moveable parts.

SUGGESTIONS FOR INSTRUCTION:

1. Teacher places toy on table within student's reach, and manipulates toy in at least three ways for ten seconds.
2. Teacher says, "Now you may play with it".
3. Teacher gives physical assistance by placing hands just below student's wrists so fingers can be manually guided to manipulate toy parts.
4. While student holds toy, teacher moves the moveable parts about halfway using fingertip.
5. With student still holding toy, teacher points to moveable parts with index finger.
6. Continue to reduce physical assistance and cues as student begins to manipulate toy independently. Reward after successful trials.
7. Continue procedure until criteria are met.

Places Beads In a Box 2.21

PERFORMANCE OBJECTIVE:

When a box is placed on table in front of student, and student is handed several large wooden beads one at a time, student will put two large beads into the box. Student will place beads in the box, one at a time, within 30 seconds after receiving materials, on four out of five trials during a five minute training session, across three consecutive days.

MATERIALS:

Box with 3" hole in lid, several large wooden beads.

SUGGESTIONS FOR INSTRUCTION:

1. Teacher models how to drop beads into hole in box lid, then hands a bead to student.
2. Teacher says, "Put it in the box", and points to hole.
3. Teacher gives physical assistance by placing hand just below student's wrist and manually guides student through task.
4. Teacher then reduces physical assistance by using fingertip to guide student's hand halfway to hole in box top.
5. When student moves hand independently towards hole in box top, teacher gently pushes student's hand downward to hole, using fingertip.
6. Teacher rewards immediately after student drops bead into hole.
7. Continue procedure until criteria are met.

Places 3 Cubes In Cup 2.22

PERFORMANCE OBJECTIVE:

When an eight-ounce cup and several one inch cubes are placed on the table within student's reach, student will place three cubes into the cup, one at a time. Student will place cubes into the cup within 30 seconds after receiving materials, on four out of five trials during a five minute training session, across three consecutive days.

MATERIALS:

Eight ounce cup, several 1" cubes.

SUGGESTIONS FOR INSTRUCTION:

1. Teacher models placing the cubes in the cup, one cube at a time.
2. Teacher then places the cubes beside the cup and says, "Put them in the cup", while pointing to cup.
3. Teacher gives physical assistance by placing hand just below student's wrist and manually guiding student through task.
4. Repeat steps 1 and 2 and reduce physical assistance by guiding student's hand only halfway to cup. Allow student to drop cube into cup and reward successful trials.
5. When student moves hand independently to cup, teacher gently pushes student's hand downward to cup, using fingertip, if necessary to complete task.
6. Continue procedure until student puts cubes into cup independently and meets criteria.

Builds a Tower With Two Cubes 2.23

PERFORMANCE OBJECTIVE:

Given two one-inch cubes, placed on the table within reach, student will build a tower of the cubes using one or both hands. Student will build the tower, which will remain balanced, within 30 seconds of receiving cubes, on four out of five trials during a five minute training session across three consecutive days.

MATERIALS:

Two one-inch cubes.

SUGGESTIONS FOR INSTRUCTION:

1. Teacher places two cubes side by side on table in front of student.
2. Teacher models placing and balancing one cube on top of the other cube and says, "Do this".
3. Teacher removes the top cube and again places it beside the other cube.
4. Teacher gives physical assistance by placing hand just below student's wrist and manually guiding student through task.
5. When student attempts to build tower independently, teacher can reduce physical assistance by using only fingertip to balance top cube if necessary.
6. When student balances top cube on tower, reward immediately.
7. Continue procedure until criteria are met.

Removes and Replaces Circleform 2.24

PERFORMANCE OBJECTIVE:

When given a formboard and a five-inch diameter circleform, student will remove and replace the circleform within 30 seconds after receiving materials, on four out of five trials during a five minute training session, across three consecutive days.

MATERIALS:

Formboard, 5" diameter circleform.

SUGGESTIONS FOR INSTRUCTION:

* See Suggestions For Instruction for Fine Motor 2.17 for teaching removal of circleform.

1. Teacher models task, using pincer grasp to replace circleform.
2. Teacher says, "Now you do it", while pointing to formboard.
3. Teacher gives physical assistance by placing hand just below student's wrist and manually guiding student through task.
4. When student independently moves circleform about halfway to formboard, teacher can reduce physical assistance by using only fingertip to guide student to completion of task.
5. Continue to reduce physical assistance until student replaces circleform in formboard unassisted. Reward immediately after successful trials.
6. Continue procedure until criteria are met.

Scribbles On Paper With Crayons 2.25

PERFORMANCE OBJECTIVE:

When seated at the table and presented with construction paper and crayons, student will scribble on the paper with crayon for at least 10 seconds. Student will initiate the task within 20 seconds after receiving materials, on four out of five trials during a five minute training session, across three consecutive days.

MATERIALS:

Construction paper and crayons.

SUGGESTIONS FOR INSTRUCTION:

1. See Suggestions For Instruction for Fine Motor 2.18.

2. Continue procedure until criteria of 10 seconds scribbling is met.

Makes Page-Turning Responses 2.26

PERFORMANCE OBJECTIVE:

When given a child's book, student will make three page-turning responses, one, two, or three pages at a time. Student will initiate page-turning response within 10 seconds of receiving book, on four out of five trials during a five minute training session on three consecutive days.

MATERIALS:

Child's book

SUGGESTIONS FOR INSTRUCTION:

1. Teacher seats student at table and places book in front of him.
2. Teacher opens the book cover and turns the first page and says, "Watch".
3. Teacher says, "Now you do it", and points to book.
4. Teacher gives physical assistance by placing hands just below student's wrists and manually guiding student through the task.
5. When student independently attempts the page-turning task, teacher can reduce physical assistance by using only fingertips to separate pages when student combines more than three at a time.
6. Reward immediately after successful trials and continue procedure until criteria are met.

Places Three Rings On Peg 2.27

PERFORMANCE OBJECTIVE:

Given a peg stand and three pegs, student will place the rings on the peg in any order. Student will initiate response within 30 seconds of receiving materials, on four out of five trials during a five minute training session across three consecutive days.

MATERIALS:

Peg stand, three rings.

SUGGESTIONS FOR INSTRUCTION:

1. See Suggestions For Instruction for Fine Motor 2.16.
2. Continue procedure until criteria of three rings is met.

Builds a Tower Of Four Cubes 2.28

PERFORMANCE OBJECTIVE:

Given four 1" cubes, placed on table within reach, student will build a tower of the cubes using one or both hands. Student will build the tower, which will remain balanced, within 1 minute of receiving materials, on four out of five trials during a five minute training session across three consecutive days.

MATERIALS:

Four 1" cubes.

SUGGESTIONS FOR INSTRUCTION:

1. Teacher models how to build a tower of four cubes.
2. Teacher says, "Build a tower like this".
3. Teacher hands cubes to student one at a time as student builds tower.
4. Teacher gives physical assistance by placing hand just below student's wrist and manually guiding student through the task.
5. Repeat steps 1,2 and 3 and reduce physical assistance by guiding student's hand with fingertip, if needed to balance cubes. Reward immediately after each cube placement.
6. Continue to reduce physical assistance as student builds tower unassisted.
7. Continue procedure until criteria are met.

Works Three Piece Formboard 2.29

PERFORMANCE OBJECTIVE:

Given a three piece formboard containing a circle, a square and a triangle, student will complete the formboard within 1½ minutes of receiving materials, on four out of five trials during a five minute training session across three consecutive days.

MATERIALS:

Three piece formboard containing approximately a 3" circle, square, and triangle

SUGGESTIONS FOR INSTRUCTION:

1. Teacher places formboard on table in front of student and positions each form next to corresponding place in formboard.
2. Teacher models the placement of each form and says, "Now you do it".
3. Teacher gives physical assistance by placing hand just below student's wrist and manually guiding student through task.
4. When student independently moves circleform about half way to formboard, teacher can reduce physcial assistance by using only fingertip to guide student to completion of task.
5. Continue to reduce physical assistance until student replaces circleform in formboard unassisted. Reward immediately after successful trials.
6. Continue procedure until criteria are met for all three forms.

Places Peg In Pegboard 2.30

PERFORMANCE OBJECTIVE:

Given one large round peg and pegboard, placed on table within reach, student will place peg in pegboard within 30 seconds of receiving materials, on four out of five trials during a five minute training session across three consecutive days.

MATERIALS:

One large round peg 1" x3", pegboard.

SUGGESTIONS FOR INSTRUCTION:

1. Teacher models how to place peg in pegboard.
2. Teacher says, "Now you put the peg in".
3. Teacher gives physical assistance by placing hand just below student's wrist and manually guiding student through task.
4. When student independently moves peg to pegboard, teacher can reduce physical assistance by using only fingertips to guide student to completion of task.
5. Continue to reduce physical assistance until student puts peg in pegboard firmly unassisted. Reward immediately after successful trials.
6. Continue procedure until criteria are met.

Unscrews Lid From Jar 2.31

PERFORMANCE OBJECTIVE:

Given a jar with lid on in a gently snug position, student will unscrew the jar lid until completely off within one minute of receiving jar, on four out of five trials during a five minute training session, across three consecutive days.

MATERIALS:

Jar with 3" screw-on lid.

SUGGESTIONS FOR INSTRUCTION:

1. Teacher places jar on table in front of student and models how to unscrew the lid completely.
2. Teacher replaces lid but only screws it on half turn, then says, . "Now you take it off".
3. Teacher gives physical assistance by placing hands just below student's wrists and manually guiding student through task so that student is holding jar in one hand and unscrewing lid with other hand.
4. When student independently removes lid requiring ½ turn, repeat steps 1, 2, and 3 but replace lid by screwing it on one full turn.
5. When student independently removes lid requiring one full turn, repeat steps 1, 2, and 3 but replace lid by screwing it on one and one half turns.
6. As student is able to unscrew lid in successive ½ turn increments, continue to increase turning motion required to remove lid until student unscrews lid from gently snug position. Reward after successful trials.
7. Continue procedure until criteria are met.

Makes Train With Cubes 2.32

PERFORMANCE OBJECTIVE:

Given two 1" cubes placed on table, student will make a train with cubes positioned in line and touching. Student will make a train within one minute of receiving cubes, on four out of five trials during a five minute training session across three consecutive days.

MATERIALS:

Two 1" cubes.

SUGGESTIONS FOR INSTRUCTION:

1. Teacher places cubes on table in front of student and models how to build a train of two cubes.
2. Teacher hands cubes to student and says, "Now you build a train".
3. Teacher gives physical assistance by placing hand just below student's wrist and manually guiding student through task.
4. When student positions cubes within 1 inch of each other, teacher can reduce physical assistance by using only fingertip to guide student to completion of task.
5. When student positions two cubes in any touching position, reward immediately.
6. Continue procedure until criteria are met.

Folds and Creases Paper 2.33

PERFORMANCE OBJECTIVE:

Given an unfolded piece of newsprint paper, student will fold the paper at any angle, and crease with hand on fold line. Student will fold and crease the paper within one minute of receiving material, on four out of five trials during a five minute training session across three consecutive days.

MATERIALS:

8½" x 11" newsprint paper.

SUGGESTIONS FOR INSTRUCTION:

1. Teacher models how to fold the paper over one time and crease with hand on fold line.
2. Teacher presents student with paper containing heavy crease line and says, "Now you fold it like I did".
3. Teacher gives physical assistance by placing hands just below student's wrists and manually guiding student through task.
4. When student independently folds and creases paper containing heavy crease line, teacher replaces with paper containing light crease line and repeats steps 1 through 3.
5. When student independently folds and creases paper containing light crease line, teacher replaces with paper containing no crease line and repeats steps 1 through 3. Reward immediately after successful trials.
6. Continue procedure until criteria are met.

Turns Doorknob and Opens Door 2.34

PERFORMANCE OBJECTIVE:

When led to a closed door with doorknob in reach, and requested, "Open the door", student will turn doorknob until it unlatches and open the door at least one inch. Student will open the door within 30 seconds of receiving request for four out of five consecutive trials across three consecutive sessions.

MATERIALS:

Any closed, unlocked door with knob in reach of student.

SUGGESTIONS FOR INSTRUCTION:

1. Teacher leads student to closed door and says "Open the door".
2. Reward immediately when student turns doorknob to unlatching and pushes door open at least one inch, continue procedure to meet criteria.
3. If student does not turn doorknob, teacher places hand over student's fanned fingers on doorknob, repeats request, and applies enough pressure to student's fingers to turn knob in one direction completely until knob unlatches. Then, keeping teacher's hand over student's on doorknob, teacher handshapes pushing door ajar at least one inch.
4. Teacher repeats steps 1, 2, and 3, using 25% successive reduction of teacher pressure on student's fingers (but at each step using enough pressure to unlatch knob) until student unlatches knob and pushes door one inch ajar independently. Reward successful attempts by student.
5. If student's hand is small or if student is unable to apply sufficient pressure with one hand only, teacher places one hand on each of student's hands, places both student's hands on knob and continues as in steps 1, 2, 3, and 4. Once student has independently opened the door to criteria using both hands, reward and repeat procedure using student's stronger hand and continue training to criteria with one hand only.

Turns Single Page 2.35

PERFORMANCE OBJECTIVE:

When given an open book and requested, "Turn one page", student will turn a single page. Student will turn one page within 3 seconds of request, for four out of five consecutive trials on three consecutive days.

MATERIALS:

One book

SUGGESTIONS FOR INSTRUCTION:

1. Teacher places open book on table in front of student and says, "Turn one page".
2. Reward immediately when student turns one page; continue procedure to criteria.
3. If student does not turn just one page (i.e., turns many at one time or turns none), teacher models pincer grasp (thumb and index finger) and manipulates student's hand to form pincer grasp by tucking under last three fingers and pressing together student's thumb and index finger.
4. Teacher manipulates student's pincer grasp and inserts one page between student's thumb and index finger and applies enough pressure to student's thumb and index finger to hold page and turn it.
5. Teacher repeats steps 1 through 4 but gradually reduces pressure on student's fingers once student has grasped one page between thumb and index finger; teacher applies enough pressure only to get one page grasped and the turn begun.
6. Teacher repeats steps 1 through 5 but applies pressure only to shape student's thumb and index finger into proper position with page inserted.
7. Teacher repeats steps 1 through 6 but applies pressure only to place student's thumb and index finger lightly around one page.
8. Teacher repeats steps 1 through 7 until student turns one page independently to criteria. Reward student at any independent and/or successful attempt.

Builds Tower of Five or More Cubes 2.36

PERFORMANCE OBJECTIVE:

When given ten 1" cubes and requested to "Build a tall tower", student will build a tower of five or more of the cubes. Student will initiate tower building within one minute of request on four of five consecutive trials across three consecutive sessions.

MATERIALS:

Ten 1" cubes.

SUGGESTIONS FOR INSTRUCTION:

1. Teacher places cubes side by side on table in front of student.
2. Teacher models placing and balancing cubes on top of each other to build a tower of five or more cubes and says, "Do this".
3. Teacher disassembles tower and places cubes on the table.
4. Teacher gives physical assistance by placing hand just below student's wrist and manually guiding student through task.
5. When student attempts to build tower independently, teacher can reduce physical assistance by using only fingertip to balance cubes if necessary.
6. When student balances top cube on tower, reward immediately.
7. Continue procedure until student meets performance criteria.

Imitates Four Simple Arm Movements 2.37

PERFORMANCE OBJECTIVE:

When given a model and the request, "Do this", student will raise both arms vertically over head, pat head with one hand, clap hands, and wave one arm in small circle at side of body. Student will perform each movement within three seconds of model and request, on four of five consecutive trials for each movement, across three consecutive sessions.

MATERIALS:

None

SUGGESTIONS FOR INSTRUCTION:

1. Teacher sits across from student (no table) and makes sure student is visually attending.

2. Teacher models first movement (raising arms over head), saying to student, "Do this". Reward successful independent attempts by student.

3. If student does not imitate raising both arms over head within 3 seconds, teacher repeats model and makes request once more.

4. If student does not imitate after second model, teacher takes both student's hands and raises them over student's head in imitation of teacher model.

5. Repeat steps 1 through 4 on first movement, fading physical assistance given in step 4 as follows:
    a) letting go of student's hands when they are half way lifted above student's head
    b) lifting student's hands from where they rest and giving them an upward thrust
    c) touching student's hands where they rest and pointing to above student's head

   Reward independent successful attempts.

6. When student imitates first movement to criteria, follow steps 1 through 4 for each of the remaining movements, fading physical assistance on each movement as follows:

   Pat head with one hand:
    a) lifting student's hand to touch top of student's head
    b) lifting student's hand to head

c) lifting student's hand from where it rests and pushing upwards
d) touching student's hand and pointing to student's head

Clap hands:
a) placing teacher's hands over each of student's flat hands and physically manipulating to clap together 3 times
b) placing teacher's hands on student's hands, lifting to separate and come together for one clap
c) placing teacher's hands on student's hands, lifting both hands to separate, pushing both hands toward each other
d) lifting both student's hands from where they rest, outward

Wave arm in circle:
a) placing teacher's hand on student's hand, stretching it to side of body, manipulating small circular motions
b) placing teacher's hand on student's hand, stretching to side and rotating arm once
c) placing teacher's hand on student's hand, stretching to side of student's body
d) placing teacher's hand under student's hand, thrusting outward to side of student's body

For each movement, continue procedure until student meets performance criteria.

Imitates Circular, Vertical and Horizontal Lines 2.38

PERFORMANCE OBJECTIVE:

When presented with paper, a crayon, a model and the request, "Do this", student will draw circular, vertical, and horizontal lines. Student will perform task wtihin 30 seconds of request, making at least four of each modeled stroke, on four out of five attempts during a 10 minute session across three days.

MATERIALS:

Paper, crayon

SUGGESTIONS FOR INSTRUCTION:

1. Teacher models by drawing circular strokes.
2. Teacher requests, "Do this".
3. Reward immediately if student draws circular strokes. Continue procedure until criterion is met.
4. If student gives incorrect or no response, teacher handshapes by holding student's hand and together making several circular lines.
5. Repeat step 4, reducing amount of circular lines assisted by teacher.
6. Repeat steps 1, 2, and 3.
7. Use same instructional procedure for teaching horizontal and vertical lines.

Strings Beads 2.39

PERFORMANCE OBJECTIVE:

When presented with a string, six beads, a model, and the request, "String the beads", student will string four of the beads. Student will string the beads within one minute of request on four out of five trials during a seven minute session across three days.

MATERIALS:

String, six beads.

SUGGESTIONS FOR INSTRUCTION:

1. Teacher places objects on table within student's reach.
2. Teacher says, "String the beads".
3. Reward immediately when student strings the beads within one minute. Continue procedure until criterion is met.
4. If student does not string beads in one minute, teacher will model by stringing the beads.
5. Repeat steps 1 and 2.
6. If student does not string beads, teacher will handshape by gently holding one bead in student's hand and holding string in student's other hand and pushing the string through the bead.
7. Repeat step 6, having student pull the string through the bead.
8. Repeat step 6, guiding student until the string is just inside the bead.
9. Guide student's hand, having the string in one hand and bead in the other hand and pushing them towards each other.
10. Place string and beads on the table.
11. Repeat steps 1, 2, and 3.

Removes Wrapper From Candy 2.40

PERFORMANCE OBJECTIVE:

When presented with a piece of wrapped candy and the request, "Take the paper off", student will remove the wrapper within two minutes of request for four out of five attempts during a 10 minute session across three days.

MATERIALS:

Five pieces of caramel candy.

SUGGESTIONS FOR INSTRUCTION:

1. Teacher places one caramel on table within student's reach.
2. Teacher says, "Take the paper off".
3. Reward immediately when student unwraps candy. Continue procedure until criterion is met.
4. If student does not unwrap the candy, teacher takes a piece of candy and unwraps it part way.
5. Repeat steps 1 and 2.
6. If student does not unwrap the candy, teacher will handshape by gently holding student's hands and guiding them to unwrap the candy.
7. Repeat step 6, unwrapping the candy ½ way and letting the student finish.
8. Repeat step 7, with candy wrapper barely opened.
9. Reward each time student unwraps the candy with social praise and the piece of candy.
10. Repeat steps 1, 2, and 3.

Imitates Drawing V Strokes 2.41

PERFORMANCE OBJECTIVE:

Given paper, a crayon and a model, student will imitate drawing V strokes on the paper within one minute of model on four out of five attempts during a five minute session across three days.

MATERIALS:

Crayons and paper.

SUGGESTIONS FOR INSTRUCTION:

1. Teacher models drawing V strokes.
2. Teacher says to student, "You do this".
3. Reward immediately when student draws a V. Continue procedure until criterion is met.
4. If student gives incorrect or no response, teacher will handshape by gently holding student's hand and together drawing a V.
5. Repeat step 4, reducing assistance by drawing only 3/4 of V.
6. Repeat step 5, reducing assistance by drawing only 1/2 of V.
7. Repeat steps 1, 2 and 3.

Builds A Tower of Six Cubes 2.42

PERFORMANCE OBJECTIVE:

Given ten one inch cubes and the request, "Build a tall tower", student will build a tower out of at least six cubes. Student will build the tower within one minute of request on four out of five trials during a five minute session across three days.

MATERIALS:

Ten one Inch cubes.

SUGGESTIONS FOR INSTRUCTION:

1. Teacher places cubes on table within student's reach.
2. Teacher says, "Build a tall tower."
3. Reward immediately when student builds a six cube tower. Continue procedure until criterion is met.
4. If student does not build a tower, teacher will model by building a six cube tower.
5. Repeat steps 1 and 2.
6. If student does not build a tower, teacher will handshape by gently holding student's hand and stacking cubes to build a six cube tower.
7. Repeat step 6, reducing assistance each time by one cube until student is building the entire tower.
8. Reward each time student builds a tower.
9. Repeat steps 1, 2 and 3.

Completes Puzzle With Knobs 2.43

PERFORMANCE OBJECTIVE:

When presented with a six to ten piece puzzle with knobs, with the pieces removed, and the request, "Put the puzzle in", student will place the puzzle pieces in correct places within two minutes of request on four out of five attempts during a ten minute session across three days.

MATERIALS:

Simple puzzle, six to ten pieces with knobs.

SUGGESTIONS FOR INSTRUCTION:

1. Teacher places puzzle on table within student's reach. Have student help remove the puzzle pieces.
2. Teacher says, "Put the puzzle in".
3. Reward immediately when student completes puzzle. Continue until criterion is met.
4. If student does not put puzzle pieces in place, teacher models by putting the puzzle together.
5. Repeat steps 1 and 2.
6. If student does not put puzzle pieces in place, teacher will backward chain by putting all the puzzle pieces in except one piece. Teacher says, "Put the puzzle in".
7. Repeat step 6, leaving out two puzzle pieces.
8. Repeat step 6, taking out one additional piece each time until all the pieces are left out.
9. Repeat steps 1, 2 and 3.

Stacks Rings On Peg 2.44

PERFORMANCE OBJECTIVE:

Presented with a peg and five graduated rings which have been removed and the request, "Put the rings on the peg", student will stack the rings on the peg within one minute of request on four out of five attempts during a ten minute session across three days.

MATERIALS:

Peg, five graduated rings

SUGGESTIONS FOR INSTRUCTION:

1. Teacher places peg and five removed rings on table within student's reach.
2. Teacher says, "Put the rings on the peg".
3. Reward immediately when student correctly puts all rings on the peg. Continue until criterion is met.
4. If student does not put the rings on correctly, teacher models by stacking the rings on peg.
5. Repeat steps 1 and 2.
6. If student does not put the rings on the peg, teacher will backward chain by putting all the rings on the peg except one. Teacher says, "Put the rings on the peg".
7. Repeat step 6, leaving off two rings.
8. Repeat step 6, leaving off one additional ring each time until all the rings are off.
9. Repeat steps 1, 2 and 3.

Snips With Scissors 2.45

PERFORMANCE OBJECTIVE:

When presented with one pair of children's scissors, a piece of paper and the request, "Cut the paper", the student will place fingers and thumb of one hand in the holes of the scissors and make two scissor snips 1/2 inch long. Student will cut with scissors within one minute of request on four out of five attempts during a ten minute session across three days.

MATERIALS:

Construction paper and one pair of scissors

SUGGESTIONS FOR INSTRUCTION:

1. Teacher places one piece of paper and scissors on table within student's reach.
2. Teacher says, "Cut the paper".
3. Reward immediately when student correctly cuts paper. Continue procedure until criterion is met.
4. If student does not cut the paper, teacher models by cutting the paper.
5. Repeat steps 1 and 2.
6. If student doesn't cut the paper, teacher will handshape by gently holding student's hand in the scissors and making several scissor snips.
7. Repeat step 6, making only one scissors snip in the paper, position scissors in open position and wait for student to cut.
8. Repeat step 7, opening scissors half way.
9. Repeat steps 1, 2 and 3.

Imitates Drawing of Round Circle 2.46

PERFORMANCE OBJECTIVE:

When presented with a piece of paper, a crayon, and the request, "Draw a circle", student will draw a circle that is more nearly round than oval, with end points meeting or not missing by more than 1/4". Student will draw the circle within one minute of request on four out of five attempts during a five minute session across three days.

MATERIALS:

Crayon and paper.

SUGGESTIONS FOR INSTRUCTION:

1. Teacher places one piece of paper and crayon on table within student's reach.
2. Teacher says, "Draw a circle".
3. Reward immediately when student correctly draws circle. Continue procedure until criterion is met.
4. If student does not draw circle, teacher will model by drawing a circle.
5. Repeat steps 1 and 2.
6. If student doesn't draw a circle, teacher will handshape by gently holding crayon in student's hand and drawing a circle.
7. Teacher assists with drawing several circles, then lets student do it.
8. Repeat steps 1, 2 and 3.

Imitates Drawing Of Cross 2.47

PERFORMANCE OBJECTIVE:

When presented with a piece of paper, a crayon, and request to "Draw a cross", student will imitate drawing of cross with approximately 90° angles and sides of approximately equal length. Student will complete the drawing within one minute of request on four out of five attempts during a five minute session across three days.

MATERIALS:

Crayon and paper.

SUGGESTIONS FOR INSTRUCTION:

1. Teacher places one piece of paper and crayon on table within student's reach. Teacher says, "Draw a cross".
2. Reward immediately when student correctly draws a cross. Continue procedure until criterion is met.
3. If student does not draw a cross, teacher will model by drawing a cross.
4. Repeat steps 1 and 2.
5. If student does not draw a cross, teacher will handshape by gently holding crayon in student's hand and drawing a cross.
6. Assist with drawing several crosses, then let the student do it. Fade by reducing the number of crosses assisted.
7. Repeat steps 1 and 2.

Traces Lines Of Square 2.48

PERFORMANCE OBJECTIVE:

When presented with a crayon, a piece of paper on which a five inch square has been printed, and the request, "Draw the square", student will completely trace the lines of the square without deviating more than 1/4". Student will draw the square within two minutes of request on four out of five attempts during a ten minute session across three days.

MATERIALS:

Paperswith five inch square printed on them and a crayon.

SUGGESTIONS FOR INSTRUCTION:

1. Teacher places paper with 5" square printed on it and a crayon within student's reach.
2. Teacher says, "Draw the square and stay on the line".
3. Reward immediately when student traces the square. Continue procedure until criterion is met.
4. If student doesn't respond or responds incorrectly, teacher will model by tracing the square.
5. Repeat steps 1 and 2.
6. If student responds incorrectly, teacher will handshape by gently holding crayon in student's hand and together tracing around square.
7. Repeat step 6, drawing 3 sides of the square. Let student finish.
8. Repeat step 7, drawing 2 sides of the square.
9. Repeat step 8, drawing 1 side of the square.
10. Repeat steps 1, 2 and 3.

Traces Lines of a Diamond Figure 2.49

PERFORMANCE OBJECTIVE:

When presented with a crayon, a piece of paper on which a five inch diamond figure has been drawn, and the request, "Draw the diamond", student will completely trace the lines of the diamond within two minutes of request on four out of five attempts during a ten minute session across three days.

MATERIALS:

Papers with a five inch diamond printed on them and a crayon.

SUGGESTIONS FOR INSTRUCTION:

1. Teacher places paper with 5" diamond printed on it and crayon within student's reach.
2. Teacher says, "Draw the diamond and stay on the lines".
3. Reward immediately when student traces diamond. Continue procedure until criterion is met.
4. If student doesn't respond or responds incorrectly, teacher will model by tracing the diamond.
5. Repeat steps 1 and 2.
6. If student responds incorrectly, teacher will handshape by gently holding crayon in student's hand and together tracing around diamond.
7. Repeat step 6, drawing 3 sides of the diamond. Let student finish.
8. Repeat step 7, drawing 2 sides of the diamond.
9. Repeat step 8, drawing 1 side of the diamond.
10. Repeat steps 1, 2 and 3.

Builds a Bridge From Three Blocks 2.50

PERFORMANCE OBJECTIVE:

When presented with three one inch cubes, a model, and the request, "Build a bridge", student will build a bridge from the blocks with no less than 1/8" opening within two minutes of request on four out of five attempts during a ten minute session across three days.

MATERIALS:

Six one inch cubes.

SUGGESTIONS FOR INSTRUCTION:

1. Teacher model building a bridge.
2. Teacher gives student three cubes and makes the request, "Build a bridge".
3. Reward immediately when student builds bridge. Continue procedure until criterion is met.
4. If student gives incorrect or no response, teacher will handshape by gently holding student's hand and together building a bridge.
5. Repeat step 4, releasing student's hand before placing the third cube on the top.
6. Repeat step 4, placing only one block in position.
7. Repeat steps 1, 2 and 3.

Folds Paper Twice 2.51

PERFORMANCE OBJECTIVE:

When presented with a piece of paper, a model, and a request, "Do this", student will fold the paper two times, lengthwise and crosswise, to within ½" error at the corners. Student will fold the paper within one minute of request on four out of five attempts during a five minute session across three days.

MATERIALS:

Several pieces of paper.

SUGGESTIONS FOR INSTRUCTION:

1. Teacher models by folding paper lengthwise and crosswise.
2. Teacher requests, "Do this".
3. Reward immediately if student folds paper. Continue procedure until criterion is met.
4. If student gives incorrect or no response, teacher handshapes by grasping student's hand and folding the paper lengthwise and creasing edge together. Repeat several times.
5. Repeat step 4, moving student's hand to fold paper. Let student crease edge.
6. Repeat step 5, moving student's hand to pick up edge of paper.
7. Repeat steps 1 (lengthwise only), 2 and 3.
8. Teach folding crosswise using the same procedure.
9. Repeat steps 1, 2 and 3.

Builds Tower From Nine Cubes 2.52

PERFORMANCE OBJECTIVE:

Presented with twelve 1" cubes and the request, "Build a tall tower", student will build a tower using at least nine of the cubes. Student will build the tower within one minute of request on four out of five trials during a five minute session across three days.

MATERIALS:

Twelve one inch cubes.

SUGGESTIONS FOR INSTRUCTION:

1. Teacher places cubes on table within student's reach.
2. Teacher requests, "Build a tall tower".
3. Reward immediately when student builds a nine cube tower. Continue procedure until criterion is met.
4. If student does not build a tower, teacher will model by building a nine cube tower.
5. Repeat steps 1 and 2.
6. If student does not build a tower, teacher will handshape by gently holding student's hand and stacking cubes to build a nine cube tower.
7. Repeat step 6, reducing assistance to an eight cube tower.
8. Repeat step 6, reducing assistance to a seven cube tower.
9. Repeat step 6, reducing assistance each time by one cube until student is building the entire tower.
10. Reward each time student builds a tower.
11. Repeat steps 1, 2 and 3.

Picks Up Cube Without Touching Table 2.53

PERFORMAMCE OBJECTIVE:

Given a one inch cube, placed on the table within reach, and the request, "Pick up the cube", student will extend one arm, reach over and pick up the cube without touching the table. Student will pick up the cube within 30 seconds of request on four out of five attempts during a three minute session across three days.

MATERIALS:

One one inch cube.

SUGGESTIONS FOR INSTRUCTION:

1. Teacher places the cube on table within reach.
2. Teacher requests, "Pick up the cube".
3. Reward immediately when student picks up cube without touching table. Continue procedure until criteria are met.
4. If student does not pick up the cube correctly, teacher will model by picking up the cube.
5. Repeat steps 1 and 2.
6. If student does not pick up the cube correctly, teacher will handshape by gently holding student's hand and picking up the cube without touching the table. If necessary, teach the task as two separate responses (grasping the cube correctly and then lifting the cube off the table).
7. Repeat step 6 with 25% reduction in pressure when holding student's hand.
8. Repeat step 6 with 50% reduction in pressure when holding student's hand.
9. Repeat step 6 with 75% reduction in pressure when holding student's hand.
10. Repeat steps 1, 2 and 3.

Wiggles Thumb In Imitation 2.54

PERFORMANCE OBJECTIVE:

When presented with a model and the request, "Do this", student will close fist, raise thumb and wiggle it in imitation within 10 seconds of model and for five seconds, on four out of five attempts during a three minute session across three days.

MATERIALS:

None

SUGGESTIONS FOR INSTRUCTION:

1. Teacher models by closing fist, raising and wiggling thumb.
2. Teacher requests, "Do this".
3. Reward immediately if student wiggles thumb in imitation. Continue procedure until criterion is met.
4. If student gives incorrect or no response, teacher handshapes by gently closing student's fist and raising and wiggling thumb.
5. Repeat step 4, reducing assistance by closing fist and raising thumb.
6. Repeat step 5, reducing assistance by closing fist only.
7. Repeat steps 1, 2 and 3.

Builds a Tower of Five Cubes 2.55

PERFORMANCE OBJECTIVE:

When presented with seven cubes and the request, "Build a tall tower", student will build a tower of at least five cubes. Student will build the tower within one minute of request on four out of five trials during a five minute session across three days.

MATERIALS:

Seven one inch cubes.

SUGGESTIONS FOR INSTRUCTION:

1. Teacher places cubes on table within student's reach.
2. Teacher requests, "Build a tall tower".
3. Reward immediately when student builds a five cube tower. Continue procedure until criteria are met.
4. If student does not build a tower, teacher will model by building a five cube tower.
5. Repeat steps 1 and 2.
6. If student does not build a tower, teacher will handshape by gently holding student's hand and stacking cubes to build a five cube tower.
7. Repeat step 6, reducing assistance to a four cube tower.
8. Repeat step 6, reducing assistance to a three cube tower.
9. Repeat step 6, reducing assistance each time by one cube until student is building the entire tower.
10. Reward each time student builds a tower.
11. Repeat steps 1, 2 and 3.

Copies a Circle 2.56

PERFORMANCE OBJECTIVE:

Given a three inch circle, paper, crayon, and the request, "Draw a circle like this", student will copy a circle that is close to round, with ends meeting, within one minute of request on four out of five attempts during a five minute session across three days.

MATERIALS:

three inch circle, paper and crayon.

SUGGESTIONS FOR INSTRUCTION:

1. Teacher places paper, crayon and 3" circle on table within student's reach.
2. Teacher requests, "Draw a circle like this".
3. Reward immediately when student draws circle. Continue procedure until criteria are met.
4. If student does not draw a circle, teacher will model by drawing a circle.
5. Repeat steps 1 and 2.
6. If student does not draw circle, teacher will handshape by gently holding student's hand and drawing several 3" circles.
7. Repeat step 6, reducing amount of circles teacher assists.
8. Repeat step 7, reducing assistance until student draws circle independently.
9. Repeat steps 1, 2 and 3.

Copies A Cross With Equal Length Lines 2.57

PERFORMANCE OBJECTIVE:

When presented with the drawing of a three inch cross, paper, crayon, and the request, "Draw a cross like this", student will copy the cross to show approximately equal length lines and 90° angles. Student will draw the cross within one minute of request on four out of five attempts during a five minute session across three days.

MATERIALS:

A three inch cross, paper and crayon.

SUGGESTIONS FOR INSTRUCTION:

1. Teacher places paper, crayon and 3" cross on table within student's reach.
2. Teacher requests, "Draw a cross like this".
3. Reward immediately when student draws cross. Continue procedure until criteria are met.
4. If student does not draw cross, teacher will model by drawing a cross.
5. Repeat steps 1 and 2.
6. If student does not draw cross, teacher will handshape by gently holding student's hand and drawing several 3" crosses.
7. Repeat step 6, reducing amount of crosses teacher assists.
8. Repeat step 7, reducing assistance until student draws cross unassisted.
9. Repeat steps 1, 2 and 3.

Draws Outline of Face and One Feature 2.58

PERFORMANCE OBJECTIVE:

Given paper and a pencil or crayon and the request, "Draw a face", student will draw a circle for a person's face and at least one facial feature, properly positioned. Student will initiate the drawing within 30 seconds of request, on four out of five consecutive trials across three consecutive sessions.

MATERIALS:

Paper, pencil or crayon.

SUGGESTIONS FOR INSTRUCTION:

1. Teacher seats student at table, places paper and pencil on table in front of student, and says, "Draw a face". Reward immediately when student draws a circle for a head and another facial feature; continue procedure to criteria.
2. If student does not draw a circle for a head which contains at least one properly positioned facial feature, teacher gives verbal cues (i.e., "Where's the head? Is that a nose? Where does a nose go?" etc.).
3. If student does not draw a face to criteria on verbal cues, teacher places hand over student's pencil-holding hand firmly enough to draw together a circle (head) with some other facial feature properly placed. Give the picture thus drawn to student as a model.
4. Teacher uses picture as model, repeats request to student to "Draw a face". If student does not draw face, teacher places hand over student's hand firmly enough to draw together a circle (head) with another facial feature.
5. Teacher continues steps 1 through 4, successively reducing pressure given in step 4 as follows:
    a) teacher places student's drawing hand on paper, applies enough pressure to draw whole head together, places student's pencil at position where other feature should go
    b) teacher places student's drawing hand on paper, applies

pressure to draw head, and points to position where other feature should be drawn
c) teacher places student's hand on paper and applies enough pressure to draw together half the head
d) teacher places student's hand on paper, releases student's hand, and traces circle for head on paper with finger

6. Continue procedure, rewarding all successful student attempts, until student draws face to criteria

Pastes Shape Onto Paper 2.59

PERFORMANCE OBJECTIVE:

Given a three inch shape, paste, a piece of paper, and a request, "Paste this shape on the paper", student will paste the shape onto the paper, covering at least 60% of the shape with paste. Student will complete the task within one minute of request, on four of five consecutive trials across three consecutive sessions.

MATERIALS:

One three inch shape, one 8"x11" paper, open jar of paste on table.

SUGGESTIONS FOR INSTRUCTION:

1. Teacher places materials in front of student who is seated at a table. Teacher hands the three inch shape to student and says, "Paste this shape on the paper". Reward immediately any successful student attempts.

2. If student does not paste the shape on the paper within one minute, or if student does not begin to do pasting within 10 seconds, teacher sits next to student and models entire procedure as follows:
   a) stick index finger of right hand into paste to first knuckle
   b) hold shape at edges with left hand
   c) spread paste over at least 60% of one side of shape until lumps are gone
   d) pick up pasted shape at edges
   e) place pasted side of shape onto larger paper
   f) press with 2-3 strokes of flat or side of hand to stick

3. Teacher places fresh materials in front of student and repeats request. Reward immediately any successful attempts at completing steps correctly.

4. If student still doesn't paste shape onto paper correctly, teacher stands behind student and provides physical assistance as follows:
   a) teacher places student's right hand so that only student's index finger is uncurled and, taking student's clenched fist, dips index finger into paste to first knuckle

b) Teacher places left hand on student's left hand and touches shape at edge to hold firm
c) Teacher moves student's right hand to shape and manipulate spreading paste over at least 60% of shape with student's right index finger. Teacher eliminates paste lumps by applying more pressure to student's index finger as it moves paste
d) Teacher manipulates student's left hand so that only index finger and thumb are uncurled and manipulates student's pincer grasp to grasp edge of pasted shape and lift from table
e) Teacher manipulates student's left hand at wrist so as to turn shape over, pasted side facing down
f) Teacher manipulates student's left hand at wrist to place shape on paper and release pincer grasp on shape
g) Teacher manipulates either of student's hands to flat position, places flat of student's hand on pasted shape and applies pressure to student's fingers in rubbing motion across shape

5. Teacher repeats step 4 as needed, decreasing amount of pressure on last step first. Continue entire procedure with decreasing amount of assistance until student completes pasting job independently. Reward all successful attempts of student.

Copies The Letter M 2.60

PERFORMANCE OBJECTIVE:

Given a paper, pencil, a model, and the request, "Make an M", student will copy the capital letter M without lifting pencil from paper. Student will complete the task within three seconds of request on four of five consecutive trials across three consecutive sessions.

MATERIALS:

Paper, pencil or crayon

SUGGESTIONS FOR INSTRUCTION:

1. Teacher places materials in front of student who is seated at table and makes sure student is attending.
2. Teacher models drawing a large printed capital letter "M" in four distinct but connected strokes and says, "M".
3. Teacher hands pencil/crayon to student and says, "Make an M". Teacher rewards any successful attempts to make an M and student continues procedure to criteria.
4. If student doesn't make an M correctly, teacher places hand over student's writing hand, holding student's hand and pencil firmly enough to draw together a capital M without lifting pencil off paper until the M is completed (after 4th stroke). If desired, teacher may say, "Up, down, up, down", corresponding to each stroke of the M as it is drawn together.
5. Repeat step 4 as needed but fade physical assistance on successive trials as follows:
    a) releasing student's hand halfway through last downward stroke of the M
    b) releasing student's hand at top of last downward stroke
    c) releasing student's hand halfway through second upward stroke
6. Continue procedure until student meets criteria. Reward all successful attempts of student.

Undresses and Dresses a Doll 2.61

PERFORMANCE OBJECTIVE:

Given a 12" doll, a doll's dress or pants and a doll's shirt, student will undress the doll within three minutes of the verbal request, "Undress the doll" and, when doll is undressed, "Dress the doll". Student will dress and undress the doll on four out of five trials over three consecutive days.

MATERIALS:

One doll (approximately 12"), doll's dress or pants, and doll's shirt.

SUGGESTIONS FOR INSTRUCTION:

1. Teacher will present dressed doll to student and give verbal prompt, "Undress the doll". When doll is undressed, teacher will give verbal prompt, "Dress the doll". If student performs procedure correctly within three minutes, reward immediately. Continue procedure until criterion is met. (Note: Teacher may prompt verbally but not physically; when dressing the doll, student need not fasten the clothes.)
2. If student doesn't respond, teacher should first notice which portion of the task the student had the most difficulty with. Dressing and undressing should be remediated separately.
3. UNDRESSING: Teacher should slowly undress the doll, exaggerating the most significant steps; 1) unfastening, 2) removal from arms, 3) removal from legs. Dress the doll, present to student, and give the verbal prompt, "Undress the doll". If student performs task correctly, reward immediately.
4. Repeat step 1.
5. If student doesn't respond, teacher will lightly grasp student's hands at the wrist and guide student through each of the three parts (see step 3) of the undressing procedure. When task is complete, reward immediately.

6. Repeat step 5, use guidance for parts 2 and 3 only. Reward immediately.

7. Repeat step 5, use guidance for part 3 only. Reward immediately.

8. Repeat step 1.

9. DRESSING: Teacher should slowly dress the doll, exaggerating the most significant steps; 1) inserting arms into garment, 2) pulling garment on, 3) inserting legs into garment 4) pulling garment on. Dress the doll, present to student. If student performs task correctly, reward immediately.

10. Repeat step 1.

11. If student does not respond, teacher will lightly grasp student's hands at the wrist and guide student through each of the four parts of the dressing procedure. When task is complete, reward immediately.

12. Repeat step 9, use guidance for parts 2,3, and 4 only.

13. Repeat step 9, use guidance for parts 3 and 4 only. Reward immediately.

14. Repeat step 9, use guidance for part 4 only. Reward immediately.

15. Continue procedure until student meets criteria.

Picks Up Pens Or Thread 2.62

PERFORMANCE OBJECTIVE:

Presented with straight pins and thread and the verbal request, "Pick up the pin (thread)", student will pick up pins or thread using a pincer grasp, with one eye closed or covered. Student will pick up the objects on four out of five trials over three consecutive days, with either eye covered.

MATERIALS:

Straight pins, six inches of thread, 3"x5" index card.

SUGGESTIONS FOR INSTRUCTION:

1. While sitting next to the student at a table that has several straight pins (thread) on it, teacher will cover the student's left eye with the card and give the verbal prompt, "Pick up the pin (thread)". If student performs task correctly, reward immediately and continue procedure until criterion is met.

2. Repeat step 1, covering student's right eye with index card. Continue until criterion is met.

3. If student doesn't respond, teacher will model correct response, return pin to table and give prompt, "Pick up the pin". If student performs task correctly, reward immediately.

4. Repeat steps 1 and 2.

5. If student doesn't respond, teacher will give verbal prompt and, without using the index card, grasp the student's hand so his thumb and forefinger can be manipulated to approximate the pincer grasp. Teacher will guide student through task and reward immediately.

6. Repeat step 5, reducing pressure on student's hand by one half. Reward immediately.

7. Repeat step 6, using index card. Reward immediately.

8. Repeat step 7, holding student lightly at the wrist, allowing pincer grasping to occur independently. Reward immediately.

9. While sitting at a table that has several straight pins (thread) on it, the teacher will cover the student's left eye with the card and say, "Pick up the pin". If student performs task using pincer grasp within three seconds of verbal prompt, reward immediately and continue procedure until criterion is met with either eye covered.

Fringes Paper With Scissors 2.63

PERFORMANCE OBJECTIVE:

Given a pair of child's scissors and a piece of paper and the verbal prompt, "Cut a fringe on the paper", student will make at least four ½" cuts along the edge of a piece of paper, to form a fringe, while holding scissors and paper correctly. Student will complete the task within two minutes of request on four out of five trials over three consecutive days.

MATERIALS:

Age-appropriate-sized scissors for left or right handed person, notebook paper.

SUGGESTIONS FOR INSTRUCTION:

1. Teacher will give student scissors and paper and verbal prompt, "Cut a fringe on the paper". If student performs task correctly within two minutes, reward immediately and continue procedure until criterion is met.

2. If student doesn't respond or responds incorrectly, teacher should insure that student is holding scissors and paper correctly. Scissors should be held with thumb in one hole and index finger in the other. Paper should be held so edge is perpendicular to scissor cutting edge. Teacher should physically guide student's hands into proper position and repeat step 1.

3. If student doesn't respond or responds incorrectly and is holding scissors and paper correctly, teacher should take paper and scissors and demonstrate proper response, exaggerating each motion. Give student verbal prompt, "Now you do it". Repeat step 1.

4. If student doesn't respond or responds incorrectly, teacher will sit behind student and place hands so they lightly cover student's right and left hands so the fingers can be manipulated. Physically guide student through correct response, reward immediately for each cutting response.

5. Repeat step 4, holding student's hands just below the wrist giving student verbal prompts when and if needed. Guide student through task, reward immediately for each cutting response.

6. Repeat step 4, holding student's hands two inches above the wrist, giving student verbal prompts when and if needed. Guide student through task, reward immediately for each cutting response.
7. Repeat step 6, rewarding student after two cutting responses.
8. Repeat step 6, rewarding student after three cutting responses.
9. While sitting behind student but offering no physical assistance, repeat step 1.
10. Teacher will give student scissors and paper and give verbal prompt, "Cut a fringe on the paper". If student performs task correctly within two minutes, reward immediately and continue procedure until criteria are met.

Copies Five Printed Capital Letters 2.64

PERFORMANCE OBJECTIVE:

Presented with a sheet of paper showing five capital letters which are printed with 1/8" thick strokes, and the request, "Copy the letters", student will copy the letters to closely resemble those printed. Although angles of the letters need not be exact, lines should not exceed 1/4" variation from the printed model. Student will copy the letters correctly within three minutes of receiving materials, on four out of five trials across three days.

MATERIALS:

Paper, pencil, pen, felt pen, writing implement size-appropriate to insure correct grasp.

SUGGESTIONS FOR INSTRUCTION:

1. Teacher will present student with a sheet of paper that has five capital letters printed at the top. Teacher will give verbal prompt, "Copy the letters". If student copies the letters correctly within three minutes, reward immediately and continue until criteria are met.

2. If student copies letters correctly but does not complete task within 3 minutes, teacher will allow student to complete task and note time needed to do so, and any letters that present unusual difficulty for the student. Reward immediately.

3. To remediate specific letter formation, teacher should prepare practice sheet for student. Practice sheet should consist of examples of the letters with spaces provided for student practice. Practice sessions should be timed. Reward student upon completion of practice page.

4. Repeat step 3, decreasing time/reward contingency in increments of 5 seconds. Reward after each successive trial.

5. After three practice sheets, repeat step 1.

E = Expressive
R = Receptive

6. If student copies letters correctly, shows no particular difficulty with any one letter, repeat step 1, increasing time criterion to five minutes. Reward immediately.

7. Repeat step 6, reducing time criterion by thirty second increments until a 3 minute time criterion is reached. Reward all trials.

8. If student does not form letters correctly, teacher will sit behind student and place his hand lightly around student's hand that is holding pencil. Teacher will guide student through tracing of all letters. Reward immediately.

9. Using a practice sheet that depicts the model letters written with broken lines, repeat step 8. Reward immediately.

10. Repeat step 1, reducing amount of pressure by 50%. Reward immediately.

11. Repeat step 10 without touching student's hand but keeping hand 1/2 inch above student's, giving verbal prompts when necessary. Reward immediately.

12. Sitting across from student, allow student to practice broken line letters. Reward immediately after practice session.

13. Present student with a sheet of paper with five capital letters written at the top, written with broken lines. Give verbal prompt, "Trace the letters", if student traces letters within three minutes, reward immediately.

14. Repeat step 13, increasing the distance between the broken lines until just the critical direction changes of each letter are apparent. Reward immediately.

15. Present student with a sheet of paper that has 5 capital letters printed at the top. Give verbal prompt, "Copy the letters"! If student copies the letters correctly, reward immediately and continue procedure until criterion is met.

Traces A Triangle 2.65

PERFORMANCE OBJECTIVE:

Presented with a sheet of paper on which has been drawn a triangle, student will trace the entire triangle with lines not deviating more than 1/4 inch from model and with sharp angles. Student will complete the drawing within one minute of receiving materials and verbal request, "Trace the triangle", on four out of five trials over three consecutive days.

MATERIALS:

Yellow felt pen, paper, crayon or pencil.

SUGGESTIONS FOR INSTRUCTION:

1. Teacher will present student with piece of paper depicting a five inch triangle drawn with yellow felt pen. Teacher will give verbal prompt, "Trace the triangle". If student traces the triangle correctly within one minute, reward immediately and continue procedure until criterion is met.

2. If student does not respond or responds incorrectly, teacher will trace the triangle and give the verbal prompt, "Now you trace the triangle".

3. Repeat step 1.

4. If student does not respond or responds incorrectly, teacher will sit behind student and grasp student's hand below the wrist, enabling him to manipulate the student's pencil. Guide student through correct response. Reward immediately.

5. Repeat step 4, reducing pressure on student's hand by 50%. Reward immediately.

6. Repeat step 5 without touching student's hand, but keeping hand just above student's and applying pressure whenever student moves outside of line. Reward immediately.

7. Repeat step 6, keeping hands away from student's and giving verbal prompts when student moves outside line. Reward immediately.

8. Repeat step 1 until criteria are met.

Prints Initials of Name 2.66

PERFORMANCE OBJECTIVE:

Given paper and either pencil, pen or crayon and the verbal request, "Write your initials," student will print the first letter of his first name and the first letter of his last name, in capitals. Student will write recognizable initials within one minute of request on four out of five trials across three consecutive days.

MATERIALS:

Paper, pencil, pen, crayon

SUGGESTIONS FOR INSTRUCTION:

1. Teacher presents the student with a piece of paper with his first and last name spelled out at the top. Initials should be in capitals and all other letters in lower case.
2. The teacher points to initials and says, "These are your initials,", then asks student, "What are these?" If student says, "My initials," reward immediately. Repeat three times.
3. Teacher presents a piece of paper with the student's name written at the top and tells student to point to his initials. If the student responds correctly, reward immediately. Repeat three times.
4. If the student does not respond or responds incorrectly, repeat steps 2 and 3. Reward all correct responses immediately.
5. The teacher presents a piece of paper with the student's initials printed in capitals at the top and gives the verbal prompt, "Write your initials." If the student writes recognizable initials within one minute, reward immediately.
6. Teacher presents the student with a piece of paper and gives the prompt to student to write his initials. If student writes recognizable initials, reward immediately and continue procedure until criterion is met.
7. If the student does not respond or responds incorrectly, the teacher presents student with a piece of paper with student's initials written in capital letters at the top.

2.66 Continued

8. Teacher gives verbal prompt to student to write his initials. Sitting behind student, teacher places his hand on the student's writing hand just above the wrist so the pencil can be manipulated. Teacher guides student through correct response and rewards immediately.

9. Teacher repeats step 8, decreasing pressure by 50%. Reward immediately.

10. Teacher presents student with piece of paper with the student's initials printed in capital letters using broken lines.

11. Repeat step 8 and reward immediately.

12. Repeat step 9 and reward immediately.

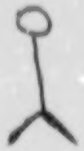
13. Repeat step 10 using no physical pressure, but keeping hand just above student's, applying pressure when student begins to respond incorrectly. Use verbal prompts. Reward immediately.

14. Teacher presents student with a piece of paper and gives the verbal prompt to student to write his initials. If the student writes recognizable letters within one minute, reward immediately and continue procedure until the student meets performance criteria.

Adds Three Parts to Incomplete Drawing of Person 2.67

PERFORMANCE OBJECTIVE:

Given appropriate writing materials, a piece of paper on which has been drawn the following figure - - - - - - - - and the verbal prompt, "Can you draw more on this person", student will add three recognizable parts to the drawing. Student will complete the drawing within one minute of presentation on four out of five trials across three consecutive days.



MATERIALS:

Paper, pen, pencil, felt-pen, crayon.

SUGGESTIONS FOR INSTRUCTION:

1. Teacher will present student with incomplete drawing of person (see above) and give verbal prompt, "Can you draw more on this person?" If student draws three recognizable parts within one minute, reward immediately, continue procedure until criterion is met.
2. If student does not respond, or responds incorrectly, teacher will ask student to identify the parts depicted in the picture. Reward correct response immediately.
3. If student does not respond or responds incorrectly, give student verbal prompt, "This is the head, body, legs". Have student repeat parts. Reward immediately.
4. Present student with drawing of incomplete person, ask student, "What parts are missing?" Refer to student's own body or body of model. Reward correct responses immediately.
5. Teacher will correctly draw the missing body parts that student names. Reward student for naming missing parts.
6. Teacher will present piece of paper depicting body completed in step 5 and incomplete drawing of person and give verbal prompt, "Can you draw more on this person?" If student copies model, reward immediately.

Continued - 2.67

7. Repeat step 1.

8. If student does not respond or responds incorrectly, teacher will present piece of paper with drawing of incomplete person. Teacher will sit behind student and place his hand gently on the student's writing hand just above the wrist, so the pencil can be manipulated. Give verbal prompt, "Can you draw more on this person?" Guide student's hand through correct response. Reward immediately.

9. Repeat step 8, decreasing amount of pressure by 50%. Reward immediately.

10. Repeat step 8, using no physical guidance, but keeping hand just above student's, using guidance when and if necessary. Reward immediately.

11. Teacher will present student with a piece of paper with incomplete drawing of a person. Give verbal prompt, "Can you draw more on this person?" If student draws three recognizable body parts within one minute, reward immediately and continue procedure until criteria are met.

Carries Water Without Spilling 2.68

PERFORMANCE OBJECTIVE:

Given an eight ounce cup filled 3/4 with water and the verbal request, "Walk over there", student will carry the cup of water for a distance of five feet without spilling the water. Student will complete the task within one minute of request on four out of five trials over three consecutive days.

MATERIALS:

One eight ounce cup, water, masking tape.

SUGGESTIONS FOR INSTRUCTION:

1. Teacher will place two strips of masking tape five feet apart on the floor. Teacher will then present student with the cup 3/4 full of water and direct student to stand with his toes touching the first strip of tape.

2. Teacher will give verbal prompt, "Walk over there," indicating the second strip of tape. If student carries water five feet without spilling, within one minute of verbal prompt, reward immediately and continue procedure until criterion is met.

3. If student does not respond or responds incorrectly, teacher will repeat step 1, adding a strip of tape one foot beyond "starting line".

4. Teacher will give verbal prompt, "Walk over there" indicating the second strip of tape. If student carries water without spilling, teacher will reward immediately.

5. Repeat step 3, adding a strip of tape two feet beyond "starting line".

6. Teacher will give verbal prompt, "Walk over there", indicating line two feet from starting point. If student carries water without spilling within one minute of verbal prompt, teacher will reward immediately.

Continued - 2.68

7. Repeat step 5, adding a strip of tape three feet beyond "starting line".

8. Teacher will give verbal prompt, "Walk over there", indicating line three feet from starting point. If student carries water without spilling within one minute of verbal prompt, teacher will reward immediately.

9. Repeat step 7, adding a strip of tape four feet beyond "starting line".

10. Teacher will give verbal prompt, "Walk over there", indicating line four feet beyond starting point. If student carries water without spilling within one minute of verbal prompt, reward immediately and continue procedure until criteria are met.

Builds a Bridge of Three Cubes, Spontaneously 2.69

PERFORMANCE OBJECTIVE:

Given three one inch cubes, a pencil, and the verbal request, "Build a bridge that the pencil can go under", student will build a bridge which will have an opening between the two bottom cubes of no less than 1/8 inch. Student will build a bridge of the cubes within one minute of verbal request on four out of five trials over three consecutive days.

MATERIALS:

Three one inch cubes, pencil

SUGGESTIONS FOR INSTRUCTION:

1. Teacher will present student with three cubes and give verbal prompt, "Build a bridge with these cubes". If student builds bridge with space no less than 1/8 inch between bottom cubes within one minute of verbal prompt, reward immediately and repeat procedure until criterion is met.
2. If student builds bridge, but space between two bottom cubes is too small, teacher will lay pencil on the table and give verbal prompt, "Build a bridge that the pencil can go under". If student builds bridge within one minute, reward immediately.
3. Repeat step 1.
4. If student does not respond or cannot align cubes correctly to form a bridge, refer to Fine Motor 2.50, Imitates Building a Three Cube Bridge.
5. Present student with three cubes and give verbal prompt, "Build a bridge with these cubes". If student builds bridge with space no less than 1/8 inch between bottom cubes within one minute of verbal prompt, reward immediately and repeat procedure until criteria are met.

Folds Paper Three Times 2.70

PERFORMANCE OBJECTIVE:

Given a piece of paper and the verbal prompt, "Fold the paper three times", student will fold the piece of paper in half again in half, and in half once again. While the angle of the fold is not critical, the student's paper should be in close approximation of the model. Student will complete the task within one minute of verbal prompt, on four out of five trials over three consecutive days.

MATERIALS:

Piece of paper, box of gummed foil stars

SUGGESTIONS FOR INSTRUCTION:

1. Teacher will present student with piece of paper. Teacher will take another piece of paper and say "Watch me fold the paper three times".
2. Teacher will fold the paper three times; in half, in half and in half again, counting each fold and exaggerating alignment and creasing portions of the task.
3. Teacher will give verbal prompt, "Fold the paper three times". If student folds paper in half, in half, and in half again within one minute of verbal prompt, teacher will reward immediately and continue procedure until criterion is met.
4. If student does not respond or responds incorrectly, teacher will afix stars at the upper left and right hand corners of the paper. Teacher will instruct student to grasp a plain corner of the paper with each hand and give the verbal prompt, "Cover the stars with the edge of paper in your hands".
5. Teacher will grasp student's hand and guide it to the center of the paper along the joined edges. Teacher will then grasp student's other hand and guide it to the fold in the paper and apply pressure to form the crease. Reward immediately.
6. Repeat steps 4 and 5, reward immediately.

7. Repeat steps 4 and 5, reward immediately.
8. Repeat steps 4, 5, 6, and 7 without physical guidance, counting aloud as each fold is made. Reward immediately.
9. Teacher will present student with a piece of paper and give verbal prompt, "Fold the paper three times". If student folds the paper in half, in half, and in half again within one minute of verbal prompt, teacher will reward immediately and continue procedure until criteria are met.

Folds Square Paper Diagonally Into Triangle 2.71

PERFORMANCE OBJECTIVE:

Given one piece of construction paper, a model, and the verbal prompt, "Fold the paper into a triangle", student will fold the paper into a triangle. The point of the student's triangle will not be mismatched more than 1/2 inch from the teacher's model. Student will complete the task on four out of five trials over three consecutive days.

MATERIALS:

Two pieces of construction paper cut into squares, gummed foil stars.

SUGGESTIONS FOR INSTRUCTION:

1. Teacher will take one piece of paper and join two diagonally opposite corners to form a triangle.
2. Teacher will present student with piece of paper and give verbal prompt, "Fold the paper into a triangle", indicating model as an example. If student folds paper correctly within one minute of verbal prompt, reward immediately and continue procedure until criterion is met.
3. If student does not respond or responds incorrectly, teacher will afix stars to two diagonally opposed corners of the paper. Teacher will give verbal prompt, "Join the stars". If student joins stars within one minute of verbal prompt, reward immediately.
4. If student does not respond or responds incorrectly, teacher will repeat step 3 and will place his hand over the student's so the fingers can be manipulated. Teacher will guide student's hand into pincer grasp position and lift one of the starred corners.
5. Teacher will give the verbal prompt, "Fold the paper into a triangle". Teacher will then guide student's hand so the appropriate corners of the paper are jointed. Reward immediately.

6. Repeat step 3, reward immediately.
7. Repeat step 1.
8. Teacher will present student with a square piece of paper and give verbal prompt, "Fold the paper into a triangle", indicating model as example. If student folds paper correctly within one minute of verbal prompt, reward immediately and continue procedure until criteria are met.

Brings Thumb Into Opposition With Fingers 2.72

PERFORMANCE OBJECTIVE:

Given a model, the student will imitate spreading hand and bringing thumb into opposition with each finger sequentially on both hands. Student will complete task within 20 seconds of verbal prompt, "Touch each finger with your thumb", on four out of five trials over three consecutive days.

MATERIALS:

None

SUGGESTIONS FOR INSTRUCTION:

1. Teacher will spread hand flat on table with palm facing up. Teacher will then touch each finger sequentially with thumb.
2. Teacher will give verbal prompt, "Touch each finger with your thumb". If student touches each finger sequentially with thumb within twenty seconds, reward immediately, continue procedure until criterion is met for both hands.
3. If student does not respond or responds incorrectly, teacher will place his hand on student's just above the wrist and guide student's hand and fingers into "spread" position with palm facing up. Teacher will release hand and reward immediately.
4. Teacher will then place his hand on student's thumb just below first joint and guide student's thumb into opposition with index finger. Reward immediately.
5. Repeat step 4 for each finger, reward after student touches each finger.
6. Repeat step 4, rewarding student only after student touches all fingers with thumb, sequentially.

7. Teacher will place his hand on student's thumb just below the first joint and, applying extremely light pressure, guide student's thumb into opposition with index finger. Reward immediately.

8. Repeat step 7, rewarding student only after student touches all fingers with thumb sequentially.

9. Repeat step 1.

10. Teacher will give verbal prompt, "Touch each finger with your thumb". If student touches each finger sequentially with thumb within twenty seconds of verbal prompt, reward immediately and continue procedure until criteria are met with both hands.

Copies Drawing of Square 2.73

PERFORMANCE OBJECTIVE:

Given a picture of a three inch square and appropriate drawing materials, and the verbal request, "Draw a square like that", student will copy the picture of the square, showing four right angles with lines close to meeting at the corners and relatively equal in length. Student will complete the picture within one minute of verbal prompt on four out of five trials over three consecutive days.

MATERIALS:

Picture of three inch square, paper, pencil, cardboard three inch square, tracing paper.

SUGGESTIONS FOR INSTRUCTION:

1. Teacher will show student a picture of a three inch square.

2. Teacher will present student with paper and pencil and indicating the picture of the square, give the verbal prompt, "Draw a square like that". If student draws square within one minute, reward immediately and continue procedure until criterion is met.

3. If student does not respond or responds incorrectly, teacher will present student with cardboard three inch square and give verbal prompt, "Trace the square". If student responds correctly within one minute, reward immediately.

4. Teacher will present student with sheet of tracing paper and give verbal prompt, "Now trace the square you just drew". If student responds correctly within one minute, reward immediately.

5. If student is unable to trace square independently, teacher will grasp student's writing hand while he is holding the pencil. Teacher will use a grip that will enable manipulation of the student's hand.

6. Teacher will give verbal prompt, "Draw the square", and guide the student's hand through the task. Reward immediately.

7. Repeat step 6, barely applying pressure to student's hand. Reward immediately.

8. Repeat step 4. Reward immediately.

9. Repeat step 1.

10. Present student with paper and pencil and indicating the picture of the square, give verbal prompt, "Draw a square like that". If student draws the square within one minute of verbal prompt, reward immediately and continue procedure until criterion is met.

Copies Drawing of Diamond 2.74

PERFORMANCE OBJECTIVE:

Given a picture of a three inch diamond, appropriate drawing materials and the verbal prompt, "Draw a diamond like that", student will copy the diamond to show approximately correct angles of 45° and 90°, with lines close to meeting at corners and relatively equal in length. Student will complete the picture within one minute of prompt, on four out of five trials over three consecutive days.

MATERIALS:

Picture of three inch diamond, paper, tracing paper, pencil, cardboard cut out of three inch diamond.

SUGGESTIONS FOR INSTRUCTION:

1. Teacher will show student a picture of a three inch diamond.

2. Teacher will present student with paper and pencil and indicating the picture of the diamond, give the verbal prompt, "Draw a diamond like that". If student draws diamond correctly within one minute, reward immediately and continue procedure until criterion is met.

3. If student does not respond or responds incorrectly, teacher will present student with cardboard three inch diamond and give verbal prompt, "Trace the diamond". If student responds correctly within one minute, reward immediately.

4. Teacher will present student with sheet of tracing paper and give verbal prompt, "Now trace the diamond you just drew". If student responds correctly within one minute, reward independently.

5. If student is unable to trace diamond independently, teacher will grasp student's writing hand while he is holding the pencil. Teacher will use a grip that will enable manipulation of the student's hand.

6. Teacher will give verbal prompt, "Draw the diamond", and guide the student's hand through the task. Reward immediately.

7. Repeat step 6, barely applying pressure to student's hand.

8. Repeat step 4, reward immediately.

9. Repeat step 1.

10. Present student with paper and pencil, and indicating the picture of the diamond, give verbal prompt, "Draw a diamond like that". If student draws a diamond correctly within one minute of verbal prompt, reward immediately and continue procedure until criterion is met.

Cuts Along a Straight Line 2.75

PERFORMANCE OBJECTIVE:

Presented with scissors of appropriate size, a piece of paper showing an eight inch line and a verbal prompt, "Cut on the line", student will cut along the line while holding scissors and paper correctly and without deviating more than ½" from line. Student will cut along the line within one minute of request on four out of five trials over four consecutive days.

MATERIALS:

Paper, felt pen, age and size-appropriate left and right-handed scissors.

SUGGESTIONS FOR INSTRUCTION:

1. Teacher will use felt pen to draw eight inch line across the paper.
2. Teacher will present appropriate scissors and paper to student and give verbal prompt, "Cut on the line". If student cuts paper within one minute, reward immediately and continue procedure until criterion is met.
3. If student does not respond, or responds incorrectly, teacher will first insure that student is holding paper correctly and in opposition to the scissors and that scissors are held correctly.
4. Teacher should guide student's thumb and forefinger into the holes in the scissors. Teacher should then grasp student's wrist in a way that allows the student's scissors grip and wrist to be manipulated.
5. Teacher will guide student's hand to open the scissor blades. Teacher will place a piece of paper between the blades so the paper is at right angles with the scissor blades. Teacher will give verbal prompt, "Cut on the line" and guide student's hand through opening and closing the scissors and cutting the paper. Reward.

6. Repeat step 5, allowing student to hold the paper and manipulating student's hand to insure proper opposition of paper and scissors. Reward immediately.

7. Repeat step 6, allowing student to hold paper independently. Reward immediately.

8. Repeat step 6, reducing pressure on student's scissor hand until teacher is barely manipulating the hand. Reward immediately.

9. Present student with piece of paper with two inch felt pen line. Teacher will hold hand just above student's and give verbal prompt, "Cut on the line". If student responds correctly within one minute, reward immediately.

10. Repeat step 9, with no physical proximity. Reward immediately.

11. Repeat step 10, presenting child with paper with four inch, then six inch line. Reward immediately.

12. Repeat step 1.

13. Teacher will present scissors and paper to student and give verbal prompt, "Cut on the line"; if the student cuts correctly along an eight inch line within one minute, reward immediately and continue procedure until criterion is met.

Cuts Picture From Magazine 2.76

PERFORMANCE OBJECTIVE:

Presented with a magazine and scissors of appropriate size and the verbal request, "Cut out the picture", student will cut out a picture from the magazine in any manner, leaving the desired part of the picture 90% intact. Student will cut out the picture within one minute of the verbal request on four out of five trials over three consecutive days.

MATERIALS:

Magazine, left and right-handed scissors (appropriate size), and masking tape.

SUGGESTIONS FOR INSTRUCTION:

1. Teacher will present student with magazine and scissors and will direct student to choose a picture he would like to cut out.

2. Teacher will give verbal prompt, "Cut out the picture". If student cuts out the picture correctly within one minute of verbal prompt, teacher will reward immediately and continue procedure until criterion is met.

3. If student does not respond or responds incorrectly, teacher will repeat step 1. Teacher will then use masking tape to outline the desired picture, and give verbal prompt, "Cut out the picture". If student responds correctly within one minute of verbal prompt, reward immediately.

4. If student responds correctly but not within desired time, teacher will repeat steps 1 and 2, increasing criterion to two minutes. If student responds correctly within two minutes reward immediately.

5. Repeat step 4, rewarding correct cutting if it occurs within ninety seconds.

6. Repeat step 1.

7. Teacher will give verbal prompt, "Cut out the picture". If student cuts out picture correctly within one minute of verbal prompt, teacher will reward immediately and continue procedure until criterion is met.

Strings Ten Large Beads 2.77

PERFORMANCE OBJECTIVE:

Given ten large beads, a string with a knot in one end and a firm tip on the other and the verbal prompt, "String all of these beads as fast as you can", student will string the beads within 1½ minutes of prompt on four out of five trials over three consecutive days.

MATERIALS:

Ten large beads, string with knot in one end and firm tip on the other.

SUGGESTIONS FOR INSTRUCTION:

1. Teacher will place beads and string on table in front of student and give verbal prompt, "String all these beads as fast as you can". If student strings beads within 1½ minutes, reward immediately and continue procedure until criterion is met.
2. If student does not respond, teacher will demonstrate proper bead stringing, unstring beads, present to student.
3. Repeat step 1, reward immediately.
4. If student does not respond or responds incorrectly, teacher will grasp student's hand so the fingers can be manipulated and guide student's hand to form pincer grasp just below the firm tip. Reward immediately.
5. Teacher will grasp student's other hand so that student's fingers can be manipulated. Teacher will guide student's hand through picking up a bead and placing it on the string. Reward immediately.
6. Repeat step 5 for each bead.
7. Repeat step 4, allowing student to place bead on string independently. Reward immediately.

8. Repeat step 7 for each bead.

9. Repeat step 1, reward student for stringing one bead.

10. Repeat step 9, rewarding for each bead strung.

11. Place beads and string on table in front of student and give verbal prompt, "String all these beads as quickly as you can". If student strings beads within 1½ minutes of verbal prompt reward immediately and continue procedure until criterion is met.

Traces Design Using Tracing Paper 2.78

PERFORMANCE OBJECTIVE:

Presented with a simple house drawn on construction paper and the verbal prompt, "Trace with your pencil over these lines", student will trace the picture on a piece of tracing paper. Student will hold the paper in place with one hand and draw on top of the paper over the lines so that 90% of the picture is traced and the paper is not torn. Student will trace the house within one minute of request on four out of five trials across three consecutive days.

MATERIALS:

Simple house drawn on construction paper, paper clip, pencil and tracing paper.

SUGGESTIONS FOR INSTRUCTION:

1. Teacher will clip the tracing paper over the picture of the house, show student the picture and give verbal prompt, "Trace with your pencil over these lines". If student traces correctly within one minute of verbal prompt, reward immediately and continue procedure until criterion is met.

2. If student does not respond or responds incorrectly, teacher will demonstrate task and present student with pencil and paper and give verbal prompt, "Now you trace it". If student responds correctly, reward immediately.

3. If student does not respond or responds incorrectly, teacher will grasp student's writing hand while he is holding the pencil in such a way that student's hand can be manipulated. Teacher will give verbal prompt, "Trace with your pencil over these lines", indicating the picture. Teacher will guide student's hand through task. Reward immediately.

4. Repeat step 3, using pressure that barely controls student's hand. Reward immediately.

5. Repeat step 1. If student traces the picture within one minute of verbal prompt, reward immediately and continue procedure until criterion is met.

Opens and Places Clothespins 2.79

PERFORMANCE OBJECTIVE:

Given two wooden or plastic clothespins and cardboard, student will open clothespins, place them on the edge of the cardboard, and close them using only one hand. Student will affix clothespins to cardboard within one minute of verbal prompt, "Put a clothespin on here", on four out of five trials over three consecutive days.

MATERIALS:

Two wooden or plastic clothespins, construction paper or cardboard.

SUGGESTIONS FOR INSTRUCTION:

1. Teacher will present student with clothespins, and indicating cardboard edge, give the verbal prompt, "Now you put the clothespins on here". If student uses clothespins correctly within one minute of verbal prompt, reward immediately and continue procedure until criterion is met.
2. If student does not respond or responds incorrectly, teacher will demonstrate correct procedure, present clothespin to student and give verbal prompt, "Now you put the clothespin here". If student responds correctly within one minute reward immediately.
3. If student does not respond or responds incorrectly, teacher will grasp student's hand so the thumb and forefinger can be manipulated, give the verbal prompt, "Now you put the clothespins here", and guide student through correct response. Reward immediately.
4. Repeat step 3, positioning hand just below the student's wrist. Reward immediately.
5. Repeat step 1.

Correctly Manipulates Pencil 2.80

PERFORMANCE OBJECTIVE:

Given a pencil, a piece of paper, a model and the verbal request, "Show me how you hold a pencil; write here", student will pick up pencil and hold it near the lead end between his thumb and index finger, with his hand resting on the paper. Student will pick up and correctly hold pencil within 30 seconds of prompt on four out of five trials over three consecutive days.

MATERIALS

Pencil and paper.

SUGGESTIONS FOR INSTRUCTION:

1. Teacher will pick up pencil and say, "See how I hold the pencil", while demonstrating correct pencil holding.
2. Teacher will present pencil to student and give verbal prompt, "Show me how you hold a pencil; write here (indicating paper)". If student picks up, holds and writes correctly using a pencil within thirty seconds of verbal prompt, reward immediately and continue procedure until criterion is met.
3. If student does not respond or responds incorrectly, teacher will give verbal prompt, "Show me how you hold a pencil; write here". Teacher will pick up pencil and place it in student's hand using physical guidance to manipulate fingers to correct holding position.
4. Repeat step 3, until student can pick up and hold pencil independently. Reward immediately after correct trial.
5. Repeat step 2.

Colors Within Lines of a Circle 2.81

PERFORMANCE OBJECTIVE:

Presented with crayons, a piece of white paper with a circle outlined in black and the verbal prompt, "Color the circle", student will fill in at least 60% of the circle, to show no more than three lines outside the circle and none of those lines to extend more than one half. Student will fill in the circle within one minute of request on four out of five trials over three consecutive days.

MATERIALS:

White paper with three inch circle outlined in black and crayons.

SUGGESTIONS FOR INSTRUCTION:

1. Sitting next to student at the table, teacher hands student a crayon and says, "Color the circle", pointing to inside of circle. Teacher rewards any successful attempts by student.
2. If student does not begin to color within 3 seconds, teacher places hand and fingers over student's drawing hand and exerts enough pressure to student's thumb, index and middle fingers to make a visible mark on paper inside circle.
3. After 10 strokes teacher can fade this physical pressure or continue until student makes crayon strokes independently.
4. Repeat step 1.
5. If student does not complete at least 60% of the inside of the circle within 1 minute, or if student colors outside circle more than three times, teacher applies pressure to back of student's hand and curled fingers and holds wrist to increase speed and/or control of strokes.
6. Fade this physical pressure gradually after 10 faster strokes or stop pressure for 1 second at intervals. Repeat step 1. Reward attempts which are successful. Continue procedure until criteria are met.

Imitates 4-Peg Pattern on Pegboard 2.82

PERFORMANCE OBJECTIVE:

When given a pegboard with four pegs (two red, two blue) placed in an alternating pattern, and when given eight loose pegs (four red and four blue) and requested to "Make a line like that", student will place four colored pegs in a line in the pegboard in correct imitation of 4-peg pattern (alternating colors) already on pegboard. Student will place the pegs correctly within one minute of request on four out of five consecutive trials over three consecutive sessions.

MATERIALS:

Pegboard, with line of 4 pegs, alternating red and blue colors, arranged on one side; 8 loose pegs (4 blue, 4 red).

SUGGESTIONS FOR INSTRUCTION:

1. Teacher sits next to student at table with materials in front of student and says, "Make a line like that". Reward successful attempts of student to do so.
2. If student does not place the 4 pegs correctly within 1 minute, or if student does not begin to place any pegs within 10 seconds, teacher removes all pegs from board and models putting in line of alternately colored pegs, saying color name of each peg. Repeat step 1, rewarding successful attempts.
3. If student does not place 4 pegs to criteria, teacher places hand on student's hand with enough pressure to pick up a peg and place it in the board in the correct position, saying color name of matched pair of pegs. Repeat with all 4 pegs.
4. Continue step 3, successively decreasing amounts of pressure and direction in placement in the following manner:
    a) release pressure on 4th peg when peg is about 1" from hole in board
    b) release pressure on 3rd peg when peg is about 1" from hole in board
    c) gradually eliminate all pressure on student's hand
5. Repeat step 1.

Prints First Name Correctly 2.83

PERFORMANCE OBJECTIVE:

When given appropriate writing material and requested to "Print your name", student will print first name correctly in a relatively straight line with all letters recognizable (not necessarily in capitals). Student will print name without assistance within one minute of request.

MATERIALS:

Paper and pencil.

SUGGESTIONS FOR INSTRUCTION:

1. Teacher places paper and pencil on table in front of seated student and says, "Print your name". Teacher rewards all successful attempts to do so.
2. If student does not print name on paper within 1 minute (vary by seconds for different numbers of letters in name), or if student does not begin to print any letters within 10 seconds, teacher takes pencil and model printing student's first name on clean paper, saying letters aloud and having student repeat them while printing.
3. Repeat step 1. Teacher rewards successful attempts by student.
4. If student does not print from a model, teacher places hand over student's writing hand and applies enough pressure to print together student's first name. Teacher says letters aloud while printing them, having student repeat after him.
5. Gradually fade verbal cue until student says letter alone with physical assistance in printing them.
6. Gradually fade physical assistance beginning with the last letter of student's name and decreasing assistance successively toward first letter until student prints whole first name independently.
7. Repeat step 1. When student prints name without assistance within 1 minute criterion has been reached.

Copies a Triangle 2.84

PERFORMANCE OBJECTIVE:

Given a triangle drawn in black and appropriate writing materials and the verbal prompt, "Draw a triangle like that", student will copy the triangle with approximate correct angles (90°,45°and 45°) with lines meeting at corners and with relatively straight lines. Student will copy the triangle within 30 seconds of request for four out of five consecutive trials over three consecutive days.

MATERIALS:

Paper with triangle drawn in black, paper and pencil.

SUGGESTIONS FOR INSTRUCTION:

1. Teacher presents paper with model triangle drawn on it to student who is seated at table with materials ready and pencil in hand, and says, "Draw a triangle like that". Teacher rewards any independent attempts by student.

2. If student does not complete a triangle within 30 seconds, or if student does not begin to draw anything within 10 seconds, teacher places hand over student's writing hand and exerts pressure to index, thumb and middle fingers such that together student and teacher copy an accurate triangle. Teacher may give verbal cues during this step, such as "First side, first corner," etc.

3. Teacher repeats step 2 with full pressure 2 or 3 times; then on each successive trial, teacher reduces pressure to student's fingers in following manner:
    a) at end of 3rd line (side) of triangle
    b) at beginning of 3rd line after angle is determined
    c) at end of 2nd line, before angle is drawn

    until student draws triangle accurately and independently.

Draws a Recognizable Person 2.85

PERFORMANCE OBJECTIVE:

When given appropriate materials and requested to, "Draw a person", student will draw the figure of a person having correctly placed head, trunk, and four other body parts (eyes, arms, etc., to count as one body part). Student will draw a person within 2 minutes of verbal prompt for four out of five consecutive trials over three consecutive days.

MATERIALS:

Paper, pencil, reward

SUGGESTIONS FOR INSTRUCTION:

1. Ask student to draw a person. Date and score the picture. Score one point for correctly placed head, trunk, eyes, nose, mouth, hair, ears, arms, legs, etc. Save this work product. Next to the date, label the work "Pre-test".

2. Get another sheet of paper and a reward. Tell the student he can have the reward if he imitates what you do. If the student does not imitate, refer back to Program 2.38, Imitates Circular, Vertical and Horizontal Lines and Program 2.58, Draws Outline of Face and One Feature. Draw a circle and say, "Here is the person's head". Have student imitate. Reward imitation.

3. Say, "Here is the person's body"and model drawing the body. Tell the student to imitate, then reward. If student does not draw body correctly, erase and give clear verbal instructions; if this fails, handshape.

4. Continue to add one body part at a time until person is drawn.

5. Give student another piece of paper and say, "Draw a person". Date and score the picture as in step 1. Label it "Post-test".

6. When both the pre and post-test products get scores of 6 or greater for 3 consecutive sessions, the objective is completed.

Places Beans In a Bottle 2.86

PERFORMANCE OBJECTIVE:

When given a bottle with a 1" neck opening and ten beans or similar small objects and requested to , "Put the beans in the bottle, one by one", student will place beans in the bottle within 20 seconds of request, on four out of five consecutive trials over three consecutive sessions.

MATERIALS:

Clear bottle with 1" neck, 10 beans or similarly small objects.

SUGGESTIONS FOR INSTRUCTION:

1. Teacher places bottle and beans on table in front of student and says, "Put the beans in the bottle, one by one". Teacher rewards any independent attempts.
2. If student does not place all beans in bottle within 20 seconds, teacher models putting all beans in bottle, one by one, using pincer grasp to pick up each bean and proceeding as quickly as possible. Teacher removes all beans from bottle and repeats step 1, rewarding independent attempts.
3. If student does not place all beans in bottle within 20 seconds, or if student picks up more than one bean at a time, teacher places hand over student's hand to form pincer grasp and exerts enough pressure on student's thumb and index finger to pick up bean and drop in bottle, releasing pincer grasp. Repeat for all 10 beans or until student makes independent attempt.
4. If student does not place all beans in bottle within 20 seconds or if student continues to pick up more than one bean at a time, teacher repeats steps 3 and 1, beginning to fade finger pressure on successive trials at the 9th, 8th, 7th, etc., bean or until student performs independently and correctly. Teacher rewards all independent attempts; continues procedure to criteria.

Folds Triangle Two Times 2.87

PERFORMANCE OBJECTIVE:

When given appropriate materials and requested to "Fold a triangle two times", student will fold an 8" square paper diagonally twice to form two consecutive triangles with corners of each triangle matching to within 1/4" and paper creased thoroughly to keep the triangular shape. Student will fold the paper within 30 seconds of request on four out of five consecutive trials over three consecutive sessions.

MATERIALS:

8" paper squares

SUGGESTIONS FOR INSTRUCTION:

1. Teacher sits next to student and makes sure student attends visually. Teacher models making two successive triangles by folding 8" paper in half diagonally and in half diagonally again. Teacher says, "Fold a triangle two times", and rewards independent attempts.

2. If student does not fold 2 consecutive triangles to criteria, teacher models process again, having student imitate model of each step as follows:
   a) picks up 8" square of paper
   b) folds lower left corner up to upper right corner to form one triangle, teacher says, "One triangle"
   c) folds lower right corner to upper left corner to form second triangle, teacher says, "Two triangles"

3. Repeat step 1, rewarding independent attempts.

5. If student does not fold two consecutive triangles to criteria, repeat step 2, systematically inserting a one second delay on each successive step to allow student to independently perform step. Teacher handshapes only when error is made or no activity on part of student occurs. Repeat step 1, rewarding all independent attempts. Continue procedure to criteria.

Draws A House 2.88

PERFORMANCE OBJECTIVE:

When given paper and pencil and the verbal prompt, "Draw a house", student will draw a recognizable house which has a frame and at least two other parts (window, door, etc.). Student will draw the house within one minute of request on four out of five consecutive trials over three consecutive sessions.

MATERIALS:

Paper, pencil or crayon.

SUGGESTIONS FOR INSTRUCTION:

1. Teacher seats student at table, places paper and pencil or crayon on table in front of student and says, "Draw a house". Teacher rewards student immediately when student draws house or attempts to do so.

2. If student does not draw a house as specified, teacher repeats step 1, giving verbal cues ("What else does a house have? How do you go in the house?").

3. If student does not draw a house as specified with aid of verbal cues, teacher places hand over student's writing hand firmly enough to draw together a frame plus one other house feature. Repeat step 1, using picture thus drawn as a model. Fade model as soon as student draws house to criteria, repeat step 1.

4. If student does not draw a house as specified within 1 minute, teacher repeats step 3, successively reducing pressure given in step 3 as follows:
   a) teacher places student's drawing hand on paper, applies enough pressure to draw house frame plus one other feature, places student's pencil at position where other feature should go and gives verbal cue, "Draw a ________".
   b) Teacher places student's drawing hand on paper, applies enough pressure to draw together house frame. Teacher points to position where second feature should go and gives verbal cue ("Draw a ____, or, What goes here?").

c) Teacher places student's hand on paper and applies enough pressure to draw together half the house frame.
d) Teacher places student's hand on paper, releases student's hand, and traces frame of house on paper with finger.

5. Continue procedure until student draws house to criteria, rewarding all independent attempts.

Draws A Recognizable Picture 2.89

PERFORMANCE OBJECTIVE:

When given materials and asked to "Draw a picture", student will draw a simple recognizable drawing of any object except a house or a person. Student will draw an object within one minute of request on four out of five trials over three consecutive sessions.

MATERIALS:

Paper, pencil or crayon

SUGGESTIONS FOR INSTRUCTION:

1. Teacher places paper and pencil or crayon in front of student at table and says, "Draw a picture". Teacher rewards independent attempts.

2. If student draws a picture, teacher asks for name of drawing.

3. If student's drawing is not recognizable, or if student does not draw a picture, teacher says, "Draw a ______" (either name what student named or suggest "dog, car, tree", etc.) and place hand over student's drawing hand exerting enough pressure to draw together a simple but recognizable drawing of the object named. Reward independent attempts and repeat steps 1 and 2.

4. If student's drawing is not recognizable, or if student does not draw a picture, repeat step 3 but fade amount of physical pressure on student's hand, beginning to fade assistance with last step in drawing and gradually reduce pressure on each successive step of drawing until student draws object independently. Continue to criteria.

Copies Rectangular Shape With Two Diagonals 2.90

PERFORMANCE OBJECTIVE:

When given a paper on which a rectangle and two intersecting diagonals have been drawn, appropriate writing materials and the verbal prompt, "Draw a picture like that " student will copy the rectangular shape to show fairly accurate right angles and straight sides. The diagonals must connect two corners and be straight. Student will copy the shapes within 30 seconds on four out of five consecutive trials over three consecutive sessions.

MATERIALS:

Paper with rectangle and two intersecting diagonals drawn on it, paper and pencil or crayon.

SUGGESTIONS FOR INSTRUCTION:

1. Teacher places materials on table in front of seated student, presents model of drawing, and says, "Draw a picture like that." Teacher rewards all independent attempts and continues procedure to criteria.

2. If student does not imitate drawing accurately within 30 seconds, teacher sits next to student and models the drawing step by step, having student imitate each step. Teacher repeats step 1, rewarding independent attempts.

3. If student does not imitate drawing accurately to criteria, teacher places hand over student's hand, exerting enough pressure to draw, step by step, a rectangle with intersecting diagonals. Repeat step 1.

4. If student does not imitate drawing accurately, teacher continues with procedure in step 3 but fades physical assistance on successive trials as follows:
    a) releasing student's hand halfway through 2nd diagonal line
    b) releasing student's hand at top of 2nd diagonal line
    c) releasing student's hand halfway through first diagonal line
    d) releasing student's hand at top of first diagonal line
    e) releasing student's hand on 4th side of rectangle

5. Continue procedure until student meets criteria. Reward all attempts.

Traces Around Own Hand 2.91

PERFORMANCE OBJECTIVE:

When given materials and requested to "Trace your hand," student will trace around own hand with a pencil, producing a drawing of hand with all five fingers properly placed and showing sides of hand to wrist. Student will trace hand within one minute of request on four out of five trials over three consecutive sessions.

MATERIALS:

Paper, pencil or crayon.

SUGGESTIONS FOR INSTRUCTION:

1. Teacher places materials on table in front of seated student. Teacher sits next to student and says, "Trace your hand." Teacher rewards all independent attempts of student and continues procedure to criteria.

2. If student does not trace hand to criteria, teacher makes sure student is visually attending and models tracing own entire hand from wrist on one side to wrist on other side, without lifting pencil from paper. Repeat step 1.

3. If student does not trace hand to criteria after model, teacher places student's non-writing hand palm down on paper with fingers fanned and places own hand over student's writing hand, exerting enough pressure to trace together with student the entire hand, without lifting pencil from paper. Repeat step 1.

4. If student does not trace hand to criteria, teacher repeats step 3, fading physical assistance as follows:
    a) releases pressure on down stroke of 5th finger to wrist
    b) releases pressure on up stroke of 5th finger
    c) releases pressure on down stroke of 4th finger

5. Continue fading procedure until student traces entire hand independently to criteria.

Draws Four Shapes 2.92

PERFORMANCE OBJECTIVE:

When given appropriate writing materials and verbal request to "Draw a (circle, square, rectangle, and triangle)", student will produce each shape, without using a model. Student will draw each shape within five seconds of request on four out of five trials over three consecutive sessions.

MATERIALS:

Paper, pencil or crayon.

SUGGESTIONS FOR INSTRUCTION:

1. Teacher places materials in front of seated student and says, "Draw a ______" (inserting one of above shapes) and repeats request once every 10 seconds for each of the shapes. Reward all independent attempts and continue procedure to criteria.

2. If student does not draw all shapes accurately and within 5 seconds of request, or if student draws a wrong shape accurately, teacher sits next to student and draws each shape separately, saying name of shape and having student repeat name of shape several times. Teacher removes shapes thus drawn and repeats step 1.

2. If student does not draw all shapes accurately and within 5 seconds of request, or if student draws a wrong shape accurately, teacher sits next to student and places hand over student's writing hand. Teacher and student draw together each shape as teacher says name of shape and student repeats. Repeat this step 2 or 3 times before returning to step 1.

4. If student still does not draw each shape to criteria, repeat step 3 several more times, fading amount of pressure on student's writing hand on successive trials. Teacher continues to name shapes while student continues to repeat names. Teacher can fade verbal prompts by beginning to ask student as both are drawing a shape, "What's this shape?" Repeat this step until student draws accurate shapes independently on verbal request alone. Repeat step 1.

5. Repeat steps one to four until student meets criteria.

Reproduces Pegboard Design of a Shape 2.93

PERFORMANCE OBJECTIVE:

When given a pegboard containing peg patterns in shapes of circle, triangle, and square, loose pegs of the same color, and requested to "Make a shape like that", student will reproduce a shape within 2 minutes of request on four out of five consecutive trials over three consecutive sessions.

MATERIALS:

Pegboard containing 2" peg pattern in shape of circle, square and triangle; loose pegs of the same color.

SUGGESTIONS FOR INSTRUCTION:

1. Teacher places board with design of pegs on it in front of seated student at table and says, "Make a shape like that". Teacher rewards all independent attempts.
2. If student does not complete shape correctly and independently within 2 minutes, of if student does not begin placing any pegs within 10 seconds, teacher sits next to student and models a reproduction of design while student attends. Teacher then removes reproduction from board, leaving original model only, and repeats step 1.
3. If student does not complete shape correctly to criteria, or if student does not begin to place any pegs within 10 seconds, teacher prompts by handing a peg to student and pointing to correct position on pegboard. Teacher continues prompting in this manner through the entire shape or until student begins placing pegs correctly and independently. Repeat step 1.
4. If student still does not meet criteria, teacher repeats step 3 but begins to fade pointing prompts by inserting a one second delay between handing the peg to student and pointing to place on pegboard. Teacher will handshape only when student begins to place peg incorrectly. Continue fading all prompts until student performs task with the shape accurately and independently to criteria.

Cuts Square From Paper 2.94

PERFORMANCE OBJECTIVE:

Given appropriate sized scissors and white paper on which a square has been drawn, student will cut the square from the center of the page, using no more than two cuts into the outer edge of the page and not deviating more than ½" from outline of square. Student will cut the square within two minutes of request on four out of five consecutive trials over three consecutive sessions.

MATERIALS:

Several sheets of white paper with a 4" square drawn in the center in black; scissors.

SUGGESTIONS FOR INSTRUCTION:

1. Teacher gives paper with drawn square and pair of scissors to student who is seated at table, and says, "Cut out the square". Teacher rewards any independent attempts and continues procedure to criteria.

2. If student does not completely cut out square to criteria within 2 minutes, or if student does not begin to cut at all within 10 seconds, teacher sits next to student, making sure student attends, and models entire process, step by step. Repeat step 1.

3. If student does not cut out square to criteria or does not begin to cut at all within 10 seconds, teacher sits next to student and models entire procedure step by step, while student performs each step with teacher as follows:
    a) pick up scissors in writing hand, insert index finger and thumb into holes in scissors' handle
    b) pick up page in free hand
    c) place scissors at outside bottom left corner of paper and make first cut; cut to outline of square, stop
    d) turn paper so that scissors are lined up with outline of square and cut on one side of outline of square to first corner, stop
    e) turn paper, line up scissors with 2nd side of square, cut to 2nd corner of square, continuing procedure for remaining 2 sides of square.

4. Repeat step 1.

5. If student does not cut out square to criteria or does not begin to cut at all within 10 seconds, continue step 3, gradually fading model by inserting 1 second delays between modeling placement of scissors and cut. Continue until student independently cuts out square accurately to criteria.

Pastes Three Shapes Onto One Piece of Paper 2.95

PERFORMANCE OBJECTIVE:

Given several sheets of paper and several sets of three shapes, and an open jar of paste, student will paste three shapes onto one piece of paper, to have none of the shapes overlapping and each of the shapes at least 60% covered with paste. Student will complete the task within three minutes of request to, "Paste these shapes on the paper", on four of five consecutive trials over three consecutive sessions.

MATERIALS:

Several 8"x11" sheets of paper, several sets of three 2" shapes, open jar of paste.

SUGGESTIONS FOR INSTRUCTION:

1. Teacher places materials in front of student who is seated at a table. Teacher hands the shapes to student and says, "Paste these shapes on the paper". Reward immediately any successful student attempts.
2. If student does not paste the shapes on the paper within three minutes, or if student does not begin to do pasting within 10 seconds, teacher sits next to student and models entire procedure as follows:
    a) sticks index finger of right hand into paste to first knuckle
    b) holds shape at edges with left hand
    c) spreads paste over at least 60% of one side of shape until lumps are gone
    d) picks up pasted shape at edges
    e) places pasted side of shape onto larger paper
    f) presses with 2-3 strokes of flat or side of hand to stick
3. Teacher places fresh materials in front of student and repeats request. Reward immediately any successful attempts at completing steps correctly.
4. If student still does not paste the shapes onto paper correctly, teacher stands behind student and provides physical assistance as follows:
    a) teacher places student's right hand so that only student's index finger is uncurled and, taking student's clenched fist, dips index finger into paste to first knuckle

b) teacher places left hand on student's left hand and touches shape at edge to hold firm
c) teacher moves student's right hand to shape and manipulates spreading paste over at least 60% of shape with student's right index finger; teacher eliminates paste lumps
d) teacher manipulates student's left hand so that only index finger and thumb are uncurled and manipulates student's pincer grasp to grasp edge of pasted shape and lift from table
e) teacher manipulates student's left hand at wrist so as to turn shape over, pasted side facing down
f) teacher manipulates student's left hand at wrist to place shape on paper and release pincer grasp on shape
g) teacher manipulates either of student's hands to flat position, places flat of student's hand on pasted shape and applies pressure to student's fingers in rubbing motion across shape

5. Teacher repeats step 4 as needed, decreasing amount of pressure on last step first. Continue entire procedure with decreasing amount of assistance until student completes pasting job independently.

Paints Picture Using Two Colors 2.96

PERFORMANCE OBJECTIVE:

When given paper, two colors of paint and a brush, student will paint a picture without mixing paints on the brush (i.e., by rinsing brush in water between colors). Student will complete the picture within five minutes, or sooner if student works steadily, on two of three consecutive trials for three consecutive sessions.

MATERIALS:

Paper, two colors of paint in open container, already mixed; one brush and one container of rinse water.

SUGGESTIONS FOR INSTRUCTION:

1. Teacher places materials in front of student who is seated at large table, and says, "Paint a picture". Teacher rewards any independent attempts by student.

2. If student does not begin painting or applying paint to brush within 10 seconds, or if student begins to use both paint colors on brush together, teacher sits next to student and models the following steps, having student perform them at the same time. (Teacher handshapes only when student does not perform a step from the model within 10 seconds.)
    a) dip dry brush in one jar of paint
    b) paint with one color on paper
    c) rinse brush in rinse water
    d) dip brush in second jar of paint
    e) paint with second color on paper
    f) rinse brush in rinse water
    g) dip brush into either jar of paint

   Repeat step 1.

3. If student does not begin painting to criteria, continue step 2 and gradually fade model by inserting a one second delay between end of previous step and beginning of each next step, giving student an opportunity to perform correctly and independently on each step. Gradually fade model entirely and replace (if necessary) with point prompts until student paints a picture to criteria independently.

Molds Clay Into An Object 2.97

PERFORMANCE OBJECTIVE:

When given clay and requested to "Make something with two parts", student will name an object and will mold clay into a recognizable facsimile of the object names, showing at least two parts. Student will complete the task within five minutes of request on four out of five consecutive trials over three consecutive sessions.

MATERIALS:

Clay or playdough.

SUGGESTIONS FOR INSTRUCTION:

1. Teacher places material in front of student who is seated at the table and says, "What will you make with the clay?"
2. If student names object, teacher says, "OK, make a ________".
3. If student does not name an object, teacher makes suggestions ("car," "flower," "plate with food on it," etc). Teacher allows student to make decision. If no object is fixed within 1 minute, teacher says, "Make a ________." Reward all independent attempts of student.
4. If student does not begin molding clay within 10 seconds, or if student does not mold clay into recognizable object within 5 minutes, teacher sits next to student and models molding several parts of object, having student imitate molding each part and putting parts together. Teacher repeats this step 1 or 2 times, then repeats step 1.
5. If student still does not make a clay object to criteria, teacher repeats step 4 several more times, working on same object, and fades model (starting to fade at last step and working backward fading other steps) until student completes each step independently and to criteria.

Builds Three Steps 2.98

PERFORMANCE OBJECTIVE:

When given twelve 1" cubes, a model, and the verbal prompt, "Build the steps", student will build three steps, using six of the blocks. Student will complete task within two minute of request on four of five consecutive trials over three consecutive sessions.

MATERIALS:

Twelve 1" cubes.

SUGGESTIONS FOR INSTRUCTION:

1. Teacher sits next to student, seated at table, and makes sure student attends visually while teacher models building 3 steps with 6 blocks.
2. Teacher dismantles blocks and gives to student, saying "You build the steps." Teacher rewards all independent attempts.
3. If student does not build steps correctly within 2 minutes, or if student does not begin to manipulate blocks at all within 10 seconds, teacher sits next to student and models entire step building procedure, step by step, having student imitate each step. Repeat step 3 at least twice, then repeat step 1.
4. If student doesn't build steps correctly, teacher will place hand over student's hand while student picks up each cube and exert pressure to place cube in proper position. Continue this process until 3 steps are built. Teacher repeats this step but fades pressure exerted on successive trials until student builds 3 steps with 6 blocks within 2 minutes accurately and independently to criteria.

Left or Right Hand Preference 2.99

PERFORMANCE OBJECTIVE:

When given a pencil or crayon, student will use the same hand, without exception, 100% of the time on at least five occasions.

MATERIALS:

Pencils or crayon and paper

SUGGESTIONS FOR INSTRUCTION:

1. During training sessions involving single hand manipulation, observe which hand the student uses most often to hold object.
2. During training, place objects in hand which student has shown some preference for in holding objects. If student attempts to change hands, replace object in preferred hand to perform designated task.

LANGUAGE DEVELOPMENT 3.0

Produces Vowel Sounds 3.1E

PERFORMANCE OBJECTIVE:

When given a verbal model and instructed to imitate, student will produce vowel sounds ("ah", "ee", etc.), within five seconds on four out of five trials across three consecutive days.

MATERIALS:

Paper towel cylinder.

SUGGESTIONS FOR INSTRUCTION:

1. Have student sit in chair facing teacher with one foot distance between student and teacher. If it is necessary to keep student from leaving seat, place student's knees between teacher's knees and hold student in this position by applying pressure against student's knees.
2. Teacher gives the instruction, "Say ah" and records the response. Teacher repeats the instruction every five seconds until student makes any sound. Immediately reward student for the sound.
3. Reward each approximation of the sound "ah" and gradually make the reward contingent upon closer approximations of the sound. Continue until student correctly imitates the sound five consecutive times.
4. To teach other vowel sounds, use the procedure above, rewarding only sounds which are very close to the desired sound.
5. After each sound is learned, test all previously taught sounds. Reteach any which student cannot repeat five consecutive times before teaching another sound.
6. If it is difficult to get student to vocalize, try making the vowel sounds through a paper towel cylinder. After teacher makes a sound, hand the cylinder to student for a turn. Make the game playful and continue until student is vocalizing. Proceed with steps one through four.

E = Expressive
R = Receptive

Vocalizes Discomfort 3.2E

PERFORMANCE OBJECTIVE:

When in an uncomfortable situation (hungry, needing to be changed, etc.), student will vocalize discomfort by crying or whining. If prompting is necessary, student will respond within five seconds of prompt in four of five consecutive occurences.

MATERIALS:

None

SUGGESTIONS FOR INSTRUCTION:

1. When teacher sees student in an observably discomforting situation (i.e., when needint to be changed, irritated by another, isolated, hungry, tired, etc.) in which student does not vocalize within five seconds teacher will model crying. If no response is made within five seconds, teacher repeats instruction.
2. If student does not vocalize, teacher uses Program 3.1.
3. Reward vocalization immediately by removing the source of discomfort.

E = Expressive
R = Receptive

Turns Head In Direction Of Voice 3.3R

PERFORMANCE OBJECTIVE:

When spoken to from a distance of three to four feet in any direction, student will turn head in direction of voice within five seconds, without physical prompt, on two of three trials across three consecutive sessions.

MATERIALS:

Rewards

SUGGESTIONS FOR INSTRUCTION:

1. Teacher sits facing student at three foot distance. If it is necessary to keep student from leaving, seat student in a chair, place student's knees between teacher's knees and hold student in this position by applying pressure against student's knees.
2. Teacher says, "(name) look at me". If student does so within two seconds, teacher rewards student immediately. If not, teacher turns student's head in the direction of teacher's face, using one finger, and then rewards student. Repeat three times.
3. Teacher moves out of student's range of vision and says, "(name) look at me". If student does so within five seconds, teacher rewards student. If not, teacher turns student's head in the correct direction and then rewqrds student. Repeat three times.
4. Continue to teach until student meets performance criteria.

E = Expressive
R = Receptive

Turns Head and Maintains Eye Contact 3.4R

PERFORMANCE OBJECTIVE:

When spoken to from a distance of one foot, student will turn head, look at speaker, and maintain eye contact within two seconds of hearing voice. Student will maintain eye contact for a five second duration on four of five trials over three consecutive sessions.

MATERIALS:

Edible reinforcer or other child-specific reinforcer.

SUGGESTIONS FOR INSTRUCTION:

1. Have student seated in chair facing teacher with one foot distance between student and teacher. If it is necessary to keep student from leaving seat, place student's knees between teacher's knees and hold student in this position by applying pressure against student's knees.
2. Wait until student is not looking at teacher. Teacher says, " (student's name) ", and allows two seconds for student to make eye contact.
3. When student makes eye contact for five seconds, reward and repeat procedure until performance criteria is met.
4. If student does not make eye contact for three seconds, teacher repeats "(student's name)", and moves an edible from in front of student's eyes to position in front of teacher's eyes and/or teacher turns student's head so that eye contact is made. Immediately reward with edible. Continue this procedure until student makes eye contact each time name is called (4 out of 5 consecutive trials).
5. Teacher says student's name and now delivers reward with edible after eye contact is made for duration of one second (4 out of 5 consecutive trials). If five consecutive failures occur while on 5, return to step 4.

6. Continue step 5, requiring eye contact for two seconds (4 out of 5 consecutive trials). If five consecutive failures occur while on step 6, return to step 5.
7. Continue step 5, requiring eye contact for three seconds (4 out of 5 consecutive trials). If five consecutive failures occur while on step 7, return to step 6.
8. Continue step 5, requiring eye contact for four seconds (4 out of 5 consecutive trials). If five consecutive failures occur while on step 8, return to step 7.
9. Continue step 5, requiring eye contact for five seconds until performance criteria is met. If five consecutive failures occur, return to step 8.

E = Expressive
R = Receptive

Imitates Repetitive Sound 3.5E

PERFORMANCE OBJECTIVE:

When given a verbal model, the student will imitate a repetitive consonant vowel sound ("mamama", "dadada"). Student will respond within ten seconds, making the consonant vowel sound five times, on four out of five trials across three consecutive sessions.

MATERIALS:

None

SUGGESTIONS FOR INSTRUCTION:

1. If student does not make vowel sounds, teach Program 3.1.
2. When student makes a vowel sound, teacher pinches student's lips lightly, imitates "ma" and rewards student. Teacher also rewards student for spontaneous "ma" sound.
3. When student utters "ma" sound, teacher says "ma-ma-ma-ma", and rewards student.
4. Teacher imitates student and rewards for two or more "ma" sounds in ten seconds.
5. Teacher increases number of "ma" sounds required for reward to 5 or more and continues until student meets Performance Criteria.

E = Expressive
R = Receptive

Turns Head Toward Sound 3.6R

PERFORMANCE OBJECTIVE:

When a sound is made from a distance of two feet from student, student will turn head in direction of the sound within two seconds, on four out of five trials across three consecutive sessions.

MATERIALS:

Several noise makers (i.e., bell, drum, keys, tamborine, pop gun, rattle, alarm clock)

SUGGESTIONS FOR INSTRUCTION:

1. Teacher rings a bell out of view of the student for five seconds. If student turns head in the direction of the sound, give student the bell. If not, teacher physically prompts the correct response by turning student's head in the direction of the ringing bell. Teacher rewards immediately by giving student the bell to play with. Teacher repeats the above procedure for a total of four trials using different noise makers each time. On the fifth trial, teacher uses a noise maker to produce a sound and prompts gesturally only. Teacher records the response. When student responds only to gestural prompt across two consecutive days, proceed to step two.
2. Teacher repeats the above procedure testing with only a gestural prompt on the fourth and fifth trials using the above criteria.
3. Teacher repeats the above procedure testing with only a gestural prompt on the third, fourth, and fifth trials using the above criteria.
4. Teacher repeats the above procedure testing with only a gestural prompt on the second, third, fourth, and fifth trials using the above criteria.
5. Teacher repeats the above procedure testing with only a gestural prompt on all five trials using the above criteria.
6. Teacher repeats steps 1 through 5 using only the gestural prompt.

E = Expressive
R = Receptive

Makes Laughing or Other Non-Crying Sounds 3.7E

PERFORMANCE OBJECTIVE:

After laughing sounds are modeled, student will make laughing or non-crying sounds within three seconds, on four out of five trials across three consecutive sessions.

MATERIALS:

Peer model who has reached criterion; mat.

SUGGESTIONS FOR INSTRUCTIONS:

1. While on a well-padded mat, teacher playfully wrestles and tickles the peer model to cause laughter while student is present.
2. Teacher includes the student, tickling peer model and then student. When student reaches performance ctiterion, proceed to step 3.
3. In a setting other than in step 2, teacher causes peer model to laugh while student is present.
4. Teacher alternately tickles peer model and then student. When student reaches performance ctiterion, proceed to step 5.
5. While in step 3 setting, teacher tickles student and models laughter. When student reaches performance criterion, proceed to step 6.
6. While in setting 3, teacher tickles student without modeling laughter. When student reaches criterion, go to step 7.
7. Teacher tickles student in settings other than those above. When student reaches criterion in three other settings, proceed to step 8.
8. In order to insure that student transfers this learning to other persons, two other trainers will bring student to criteria using this procedure.

E = Expressive
R = Receptive

Vocalizes Four Or More Syllables Separately 3.8E

PERFORMANCE OBJECTIVE:

After appropriate sound is modeled, student will separately vocalize four or more syllables in consonant/vowel combinations (ga, ba, na, be, etc.). Student will respond within five seconds on four out of five trials across three consecutive sessions.

MATERIALS:

None

SUGGESTIONS FOR INSTRUCTION:

1. Teacher models consonant sound and instructs student to say the sound, "Say b, say b". Reward each approximation of the sound and gradually make the reward contingent upon closer approximations of the sound. Continue until student imitates the sound correctly five consecutive times.
2. Teacher models syllable and instructs student to say the syllable, "Say ba, say ba". Reward each approximation of the syllable and gradually make the reward contingent upon closer approximations of the sound. Continue until student imitates the syllable correctly five consecutive times. If student does not blend sounds, teacher instructs student to say initial consonant. When student responds, immediately model vowel sound and hold until student imitates.
3. Teacher repeats step 2, rewarding every third response.
4. Teacher repeats steps 1 through 3 for another syllable.
5. Teacher continues to train syllables previously learned.
6. Continue until student meets performance criteria for all four syllables.

E = Expressive
R = Receptive

Stops Activity And Responds To Name 3.9R

PERFORMANCE OBJECTIVE:

When student's name is called from a distance of three to five feet away, student will stop an activity and turn head in the direction from which name is called. Student will respond within two seconds of hearing name on four out of five trials across three consecutive sessions.

MATERIALS:

Student's favorite toy, other playthings.

SUGGESTIONS FOR INSTRUCTION:

1. Teacher gives playthings to student. From out of student's range of vision, and three to five feet away, teacher calls, "(name)". If student looks up within two seconds, teacher rewards student with favorite toy. If not, teacher turns student's head toward teacher's face, using one finger, and rewards student. Present five such trials. Continue this step until student turns head three consecutive times.
2. Repeat step 1, using only a gesture to prompt head turning. Continue until student turns head unprompted three consecutive times.
3. Repeat step 1, rewarding only correct responses and turning away from student for ten seconds if student does not respond correctly. Continue this step until student meets performance criteria.

E = Expressive
R = Receptive

Vocalizes With Inflections 3.10E

PERFORMANCE OBJECTIVE:

When student is presented with a verbal model and feels teacher's throat as teacher vocalizes with inflections, student will imitate sound, with inflections. Student will respond within five seconds after his hands are removed from teacher's throat and placed on his own throat, four out of five times across three consecutive sessions.

MATERIALS:

Record player, soniguide such as tone generator or sound maker.

SUGGESTIONS FOR INSTRUCTION:

1. Have student sit in a chair facint teacher with one foot distance between student and teacher. If it is necessary to keep student from leaving seat, place student's kness between teacher's knees and hold in this position by applying pressure against student's knees.

2. Teacher places student's palm on teacher's throat and vocalizes with inflections by varying the tone of teacher's voice. Student feels the vibration through teacher's throat. Keep student's palm on teacher's throat for five seconds while teacher is vocalizing.

3. If student fails to vocalize, repeat step 2 until student meets the performance criteria.

4. Prompt student to explore student's own vocal apparatus by applying more or less pressure to student's throat when vocalizing. Let student explore mouth with the other hand while vocalizing to feel the lip and air movements as vocalization is occurring.

5. Repeat steps 2-4 and reward student immediately with verbal praise for each correct trial until student meets the performance criteria.

E = Expressive
R = Receptive

Stops Crying 3.11 R

PERFORMANCE OBJECTIVE:

When parents instruct, " (name), stop crying", student will stop crying within five seconds, on four out of five trials across three consecutive sessions.

MATERIALS:

None

SUGGESTIONS FOR INSTRUCTION:

1. With parent's face within one foot of student's face, the parent instructs, " (name), stop crying". If student responds correctly within five seconds, reward immediately with a hug and an activity.

2. If student does not respond correctly, the parent drops head to chest and ignores student. Every thirty seconds while the crying continues, the parent looks up at student, repeats the instruction, and waits another five seconds.

3. Continue this procedure until crying stops. Reward student immediately.

E = Expressive
R = Receptive

Imitates Inflected Flows of Connected Sounds 3.12E

PERFORMANCE OBJECTIVE:

When given a model of connected sounds ("oo ee aa"), student will imitate sounds within five seconds, on four out of five trials across three consecutive sessions.

MATERIALS:

Paper towel cylinder

SUGGESTIONS FOR INSTRUCTION:

1. Student sits facing teacher. Teacher gives the instruction, "Say oo ee oo ah ah". Repeat the instruction every five seconds until student makes an approximation of the model. Reward immediately.

2. Teacher imitates student's approximation and instructs student to say the approximation again. Repeat the instruction every five seconds until student imitates.

3. Teacher imitates student's approximation and adds one extra sound to it. Give the instruction, "Say (new approximation). Repeat the instruction every five seconds until student imitates. Reward immediately.

4. Repeat step 3, adding one extra sound each time until student vocalizes the inflected sound pattern.

E = Expressive
R = Receptive

Turns Head In Direction Of Person Or Pet Named 3.13R

PERFORMANCE OBJECTIVE:

When asked, "Where's (family member or pet in the same room)?", student will turn head in the direction of person or pet named, within three seconds on four out of five trials across three consecutive days.

MATERIALS:

Cage with pet inside or family member of student present in room.

SUGGESTIONS FOR INSTRUCTION:

1. Have student sit in a chair facing teacher with one foot distance between student and teacher. If it is necessary to keep student from leaving seat, place student's knees between teacher's knees and hold student in this position by applying pressure against student's knees.

2. Teacher places a cage with a pet inside on student's left side three to five feet away. The pet is named Tink.

3. Teacher asks " (name), where is Tink?" Wait for three seconds until student turns his head in Tink's direction. Reward immediately if student turns head in the correct direction by giving student Tink to be held for ten seconds. Continue the trials until student meets the performance criteria.

4. If student fails to turn head in Tink's direction, teacher repeats step 3 by touching the right side of student's head and putting a little pressure on it then pushing student's head to the left to Tink's direction and holding it for three seconds. Reward student immediately by letting him hold Tink for ten seconds. Repeat the trial until student shows the correct response.

E = Expressive
R = Receptive

5. Repeat steps 3 and 4. Push student's head lightly to Tink's direction and reward for each correct trial. Repeat the trials until student meets the performance criteria.

6. Repeat steps 3, 4, and 5 until student independently turns head to the correct direction. Continue the trials until student meets the performance criteria.

Turns Head in Direction of Object Named 3.14R

PERFORMANCE OBJECTIVE:

When asked, "Where's (name of familiar object in the same room)?", student will turn head in the direction of object named, within three seconds on four out of five trials across three consecutive days.

MATERIALS:

Student's favored toy.

SUGGESTIONS FOR INSTRUCTION:

1. Have student sit in a chair facing teacher with one foot distance between student and teacher. If it is necessary to keep student from leaving seat, place student's knees between teacher's knees and hold student in this position by applying pressure against student's knees.

@. While student is present, teacher puts a toy train on student's left side at a distance of ten to twelve feet.

3. Teacher asks "(name), where is the chu-chu train?" Wait for three seconds until student turns head in the direction of the train.

4. If student turns head in the correct direction, reward immediately by giving student the train to play with for ten seconds. Continue steps 3 and 4 until student meets the performance criteria.

5. If student fails to turn head in the correct direction, turn student's head toward the object and repeat the command. Reward student immediately with verbal praise for each correct trial.

6. Repeat steps 3 and 5, turning student's head and releasing it. Continue the trials until student meets the performance criteria.

7. Repeat steps 2-6 until student independently turns head. Continue the trials until student meets the performance criteria.

E = Expressive
R = Receptive

Imitates Initial Sounds Of Objects 3.15E

PERFORMANCE OBJECTIVE:

When given a verbal model of the sounds M, B, Z, and D, student will imitate the sound within three seconds of each model on four of five trials across three consecutive sessions.

MATERIALS:

Ball (or age appropriate object that has initial sound "ba")
Mirror (or age appropriate object that has initial sound "mm")
Doll (or age appropriate object that has initial sound "da")
Zipper (or age appropriate object that has initial sound "z")

SUGGESTIONS FOR INSTRUCTION:

1. Seat student in a chair facing teacher. If it is necessary to keep student from leaving the chair, place student's knees inbetween teacher's knees and hold student in this position by applying pressure against student's knees.
2. Teacher says, "(name), look at me". When student is looking at teacher, teacher holds up a small ball, models the sound "ba", then says, "Say ba".
3. When student says "ba", reward immediately by giving the ball to him for 10 seconds. Continue steps 2 and 3 until student meets performance criteria.
4. If student doesn't respond correctly, teacher will repeat step 2 until an approximation of the sound is made. Reward each approximated sound. Gradually make reward contingent on closer approximations of the sound "ba" until correct response is made and performance criteria is met.
5. Repeat steps 1 through 4 for the sound "mm". Allow student to see self in mirror as a reward for 10 seconds.
6. Repeat steps 1 through 4 for the sound "da". Allow student to hold doll for 10 seconds as a reward.
7. Repeat steps 1 through 4 for the sound "zz". Allow student to open or close zipper for 10 seconds as a reward.

E = Expressive
R = Receptive

Imitates Consonant/Vowel Syllables 3.16E

PERFORMANCE OBJECTIVE:

When given a model of consonant/vowel syllables (babbles), with inflection, student will imitate the sounds within five seconds, on four of five trials across three consecutive sessions.

MATERIALS:

None

SUGGESTIONS FOR INSTRUCTION:

1. Have student sit in a chair facing teacher with one foot distance between student and teacher. If it is necessary to keep student from leaving seat, place student's knees between teacher's knees and hold student in this position by applying pressure against student's knees.

2. Place student's hand close to teacher's mouth. Teacher makes babbling sounds with tone inflections for five seconds. Student feels the air movements from teacher's mouth and teacher's lip movements as babbling occurs. Reward student with verbal praise by placing student's hand close to teacher's mouth.

3. Place student's hand close to student's mouth and instruct, "You do it". If student produces inflected babbling sounds, reward immediately with verbal and physical praise. Continue the trials until student meets the performance criteria.

4. If student fails to make inflected babble sounds, refer to Program 3.10E, then gradually repeat steps 2 and 3 above until student makes consistent babbling sounds. Continue the trials until student meets the performance criteria.

E = Expressive
R = Receptive

Stops Activity On Request 3.17R

PERFORMANCE OBJECTIVE:

When student is engaged in an inappropriate activity or in an activity at an inappropriate time and when told, "No", student will stop activity. Student will discontinue activity within three seconds on four out of five trials consecutively as they occur during student's day.

MATERIALS:

None

SUGGESTIONS FOR INSTRUCTION:

1. When student is engaged in an inappropriate activity teacher says, "(name), no".
2. When student stops the activity within three seconds of teacher's request, teacher rewards student with physical contact and verbal praise. Teacher directs student to appropriate activity.
3. If student does not stop the activity within three seconds of request, teacher physically interrupts student's activity, repeats the word "No", and takes student's hand, leading student to an appropriate activity.
4. Repeat steps 1 through 3, fading teacher's physical interruption of student's activity as follows:
   a) Interrupt activity by taking student's hand and walking to appropriate activity. After taking 3-5 steps, teacher lets go of student's hand and points in direction of appropriate activity.
   b) Repeat steps 1 through 3. Teacher physically interrupts activity by walking over to student and pointing in direction of appropriate activity.
   c) Repeat steps 1 through 3, then teacher walks over to student and just stands.
   d) Repeat steps 1 through 3, then teacher walks halfway towards student.
   e) Complete fade of physical interruption of student's activity and repeat steps 1 and 2.
5. If student makes no progress using steps 1-5 after 10 days, physically interrupt activity and use time-out procedure (place student in chair facing corner) for two minutes.

Imitates Gestures 3.13R

PERFORMANCE OBJECTIVE:

Given a model, student will imitate gestures (clap hands, tap table) within three seconds on four out of five trials across three consecutive sessions.

MATERIALS:

None

SUGGESTIONS FOR INSTRUCTION:

1. Have student sit in a chair facing teacher with one foot distance between them. If it is necessary to keep student from leaving seat, place student's knees between teacher's knees and hold student in this position by applying pressure against student's knees.
2. Teacher says, "(name), look at me", models clapping hands, then says "Now you do it". Reward student immediately for the correct response. Continue the trials until student meets the performance criteria.
3. If student does not respond correctly, teacher takes student's hands and brings them together to make clapping gesture. Reward student immediately with verbal praise. Continue the trials until student meets the performance criteria.
4. Repeat steps 2 and 3, gradually fading pressure on student's hands.
5. Repeat steps 2-4 until student independently imitates clapping hands. Continue the trials until student meets the performance criteria.
6. Follow steps 2-5 for tapping table gesture.
7. Test student for each learned imitation until student meets the performance criteria.

E = Expressive
R = Receptive

Complies with Simple Commands
3.19R

PERFORMANCE OBJECTIVE:

When teacher is on opposite side of the room from student, and says, "(Name), come here", student will comply with command within five seconds on eight out of ten trials per day across three consecutive days.

MATERIALS:

None

SUGGESTIONS FOR INSTRUCTION:

1. When at the opposite side of the room from student, teacher says, "(Name), come here." If student does not comply within five seconds, proceed to step two.

2. Teacher walks to within five feet of student, opens arms for a hug, and says, "(Name), come here." If student does not comply within five seconds, teacher pulls student into arms and rewards with a hug and verbal praise. When student complies without the physical prompt eight out of ten trials per day across two consecutive days, proceed to step three.

3. Teacher walks to within five feet of student and says, "(Name), come here." Teacher rewards with a pat on student's back and verbal praise. When student complies with this reward eight out of ten trials per day across two consecutive days proceed to step four.

4. Teacher walks to within five feet of student and says, "(Name), come here." Teacher rewards with verbal praise only. When student complies with this reward eight out of ten trials per day across two consecutive days proceed to step five.

5. Teacher walks to within ten feet of student and says, "(Name), come here." Teacher rewards with verbal praise. When student complies with this reward eight out of ten trials per day across two consecutive days proceed to step six.

6. Teacher says the command from the opposite side of the room from student and rewards with verbal praise. When student complies with this reward eight out of ten trials per day across two consecutive days proceed to step seven.

7. Teacher says the command from the opposite side of the room from student but does not reward student. When student complies with this reward eight out of ten trials per day across three consecutive days proceed to step eight.

8. To insure student will transfer this learning to other trainers, five other trainers will bring student to criteria using this procedure.

E = Expressive
R = Receptive

Imitates sound heard in environment 3.20E

PERFORMANCE OBJECTIVE:

Given a verbal imitation of a sound heard in the environment (i.e., the sound of a car or train), student will imitate the sound within three seconds of each modeled sound, on four out of five trials across three consecutive sessions.

MATERIALS:

Toy car or train

SUGGESTIONS FOR INSTRUCTION:

1. Have student sit in a chair facing teacher.
2. Teacher says, "(Name), look at me and listen." Teacher pushes toy slowly toward student. When student is looking at teacher, teacher asks the question, "How does a car sound?" Teacher imitates the car's sound, using a repeated "mmm" sound for two seconds, then instructs student, "Now you do it."
3. When student imitates the sound correctly, reward immediately by giving the car to student for ten seconds. Repeat steps 2 and 3 until student imitates the correct response and gradually make the reward contingent upon closer approximations of the sound of the car. Continue the trials until student meets the performance criteria.
4. Reward each correct trial with verbal praise or physical contact.
5. If student fails to imitate the sound, repeat step 2 by closing student's lips and instruct student to make the sound for two seconds.
6. Repeat steps 2 and 4, lightly closing student's lips.
7. Continue trials until student independently imitates car's sound correctly when instructed until student meets the performance criteria.
8. Follow the same steps with the sound of a train.

E = Expressive
R = Receptive

Turns head toward object of question 3.21R

PERFORMANCE OBJECTIVE:

When student is engaged in an activity and teacher says, "Where is (name of person or familiar object in the same room)?" student will stop activity and turn head toward the object named. Student will respond within five seconds on four out of five trials across three consecutive days.

MATERIALS:

Object or person (i.e., father) in question.

SUGGESTIONS FOR INSTRUCTION:

1. While student is engaged in an activity, teacher walks to within an arm's length distance of student and asks, "Where is (object)?" Teacher physically prompts the correct response by turning student's head toward object, paired with a finger gesture from student's eyes toward object. Teacher rewards immediately. After student has resumed his activity, teacher repeats the above procedure for a total of four trials. On the fifth trial, student asks, "Where is (object)?" and prompts gesturally only. Teacher records the response. When student responds with only a gestural prompt across two consecutive days, proceed to step two.

2. Teacher repeats the above procedure testing with only a gestural prompt on the fourth and fifth trials using the above criteria. Proceed to step three.

3. Teacher repeats the above procedure testing with only a gestural prompt on the third, fourth, and fifth trials using the above criteria. Proceed to step four.

4. Teacher repeats the above procedure testing with only a gestural prompt on the second, third, fourth, and fifth trials using the above criteria. Proceed to step five.

5. Teacher repeats the above procedure testing with only a gestural prompt on all five trials using the above criteria. Proceed to step six.

6 - 10. Teacher repeats steps one through five substituting the gestural prompt instead of the physical prompt and no prompt instead of the gestural prompt.

11. In order to insure student will transfer this response to other simple questions, repeat steps one through 10 to train five other simple questions.

E = Expressive
R = Receptive

PERFORMANCE OBJECTIVE:

When shown a familiar object and told, "Say (object)", student willimitate the word describing the object. Student will respond within five seconds on four of five consecutive trials across three consecutive sessions.

MATERIALS:

Ball

SUGGESTIONS FOR INSTRUCTION:

1. Teacher holds up and shows the ball to student. Teacher says, "Ball, say ball."
2. When student says, "Ball", within five seconds of request, reward and repeat procedure until student meets performance criteria.
3. If student does not say, "Ball", teacher repeats step 1, but says, "Ball, say "B'".
4. When student says the initial sound, "B", reward immediately and repeat step 3 until student says "B" on four of five trials. If necessary, hold student's lips together in starting position for sound.
5. Repeat step 1, but teacher says, "Ball, say 'B - ah'", articulating each sound separately with a one second delay between sounds.
6. When student says the initial and medial sounds, reward immediately and repeat step 5 making reward contingent on closer blending of sounds and eliminating the one-second delay, until student says, "B - ah", four out of five trials.
7. Repeat step 1 but teacher says, "Ball, say 'B -ah - ll'", articulating each sound separately with one-second delay.
8. When student says the initial, medial, and final sounds, "B - ah - ll", reward immediately and repeat step 7, making reward contingent on closer blending of sounds and eliminating the delay between sounds until student gives correct response, "Ball", and meets performance criteria.

E = Expressive
R = Receptive

Says one word 3.23E

PERFORMANCE OBJECTIVE:

When student is shown a familiar object and when in a free play or mealtime situation, student will say the name of the object with no physical or verbal prompt, other than being shown the object. Student will respond correctly on eight occasions across give consecutive days.

MATERIALS:

Object to be named.

SUGGESTIONS FOR INSTRUCTION:

1. If student does not babble, teach babbling using programs 3.5 and 3.8.
2. During the first session, teacher immediately imitates and rewards all babbling by student.
3. Teacher imitates and rewards only a single sound selected from those made in the previous session. Continue until student makes the sound on ten consecutive utterances.
4. Teacher watches student's lips carefully for a cue that student is about to make the sound. Teacher initiates imitation and consequent reward more and more closely to the moment that student begins each utterance until teacher and student begin to make the sound at the same time. Teach for one session.
5. Teacher watches student's lips, imitates sound at the same time as student, and immediately rewards student. Teach for one session.
6. Teacher makes sound before student makes sound (teacher models sound) and rewards student imitation. Teach for three sessions.
7. Teacher shows student an object (a ball, for example), immediately models the sound in a normal voice, and rewards student imitation. Teach for three sessions.
8. Teacher repeats step 7 using a soft voice when modelling. Teach for two sessions.

E = Expressive
R = Receptive

9. Teacher repeats step 7 using a whisper when **modeling.** Teach for two sessions.

10. Teacher repeats step 7, moving lips but not vocalizing when modeling. Teach for two sessions.

11. Teacher shows student the object and rewards student imitation (no model). Continue until student meets performance criteria.

12. If student has been trained in a structured situation, teacher repeats step 11 in a free play or mealtime situation until student meets performance criteria.

Generalization step: An adult other than the teacher who trained the word repeats step 11 and 12.

E = Expressive
R = Receptive

Gives Toy to Teacher 3.24R

PERFORMANCE OBJECTIVE:

When given a toy or familiar object and when teacher gestures and says, "Give me the (object)," student will give the object to teacher, within five seconds of request on four out of five trials across three consecutive sessions.

MATERIALS:

Three toys preferred by student

SUGGESTIONS FOR INSTRUCTION:

1. While seated at a table opposite student, teacher puts three toys on table within student's reach. Teacher says student's name. When student makes eye contact with teacher, teacher instructs, "Give me the (object)," Teacher physically prompts the correct response by grasping the toy with student's hand and placing it in teacher's empty hand. Teacher gives verbal praise and repeats the above procedure for a total of four trials. On the fifth trial, teacher instructs, "Give me the (object)," and prompts with a gesture from the toy to teacher's hand. Teacher records the response. When student responds with only a gestural prompt on the fifth trial across two consecutive days, proceed to step 2.

2. Teacher repeats the above procedure, testing with only a gestural prompt on the fourth and fifth trials using the above criteria. Proceed to step 3.

3. Teacher repeats the above procedure, testing with only a gestural prompt on the third, fourth, and fifth trials using the above criteria. Proceed to step 4.

4. Teacher repeats the above procedure, testing with only a gestural prompt on the second, third, fourth, and fifth trials using the above criteria. Proceed to step 5.

5. Teacher repeats the above procedure, testing with only a gestural prompt on all five trials using the above criteria. Proceed to step 6.

6-10. Teacher repeats steps 1 through 5 substituting the gestural prompt instead of the physical prompt and no prompt instead of the gestural prompt.

11. To insure that student will transfer this response to other toys, repeat steps 1 through 10 to train the other two toys.

E = Expressive
R = Receptive

Uses three words with meaning 3.25E

PERFORMANCE **OBJECTIVE**:

When in a free play or mealtime situation, and when shown three **objects**, student will correctly name each object. Student will name the objects on three separate occasions per day across five consecutive days.

MATERIALS:

Objects to be named.

SUGGESTIONS FOR INSTRUCTION:

1. Teacher continues to train previously learned word(s) in unstructured situations. (See step 11 of program 3.23).
2. Teacher selects a word which is approximated by a sound contained in student's babbling ("ba-ba" as "ball", for example.)
3. Teacher trains new word using program 3.23.
4. When student meets performance criteria for this word, teacher repeats steps 2 and 3 for another word.
5. Teacher reteaches either previously learned word which fails to meet performance criteria, using program 3.23 starting at step 7.

E = Expressive
R = Receptive

Uses seven words with meaning 3.26E

PERFORMANCE OBJECTIVE:

When in a free play or mealtime situation and when shown seven familiar objects, student will correctly name the objects on three separate occasions per day across five consecutive days.

MATERIALS:

Objects to be named.

SUGGESTIONS FOR INSTRUCTION:

1. Continue to train previously learned words. (See step 11, program 3.23).
2. Teacher selects a word which is approximated by a sound contained in student's babbling or which is imitated by student following teacher's model. ("Mi" for "milk", for example.)
3. Teacher trains new word using program 3.23. (If student imitates a verbal model, teacher starts at step 6.)
4. Teacher reteaches any previously learned word whose frequency of production falls below performance criteria stated above, using program 3.23 starting at step 7.
5. Teacher repeats steps 2, 3, and 4 until student meets performance criteria for seven words.

E = Expressive
R = Receptive

Identifies one picture 3.27R

PERFORMANCE OBJECTIVE:

When shown two separate pictures simultaneously (i.e., a dog and a baby), and asked to point to the name of one picture, student will point to the correct picture. Student will respond within five seconds of request and perform correctly for four out of five consecutive trials across three consecutive days.

MATERIALS:

Picture of a dog and baby or two other age-appropriate pictures. Child specific reinforcer.

SUGGESTIONS FOR INSTRUCTION:

1. Use the same procedure for each picture.
2. Have student seated at a table. Teacher shows two pictures (i.e., dog and baby) to student by placing them on table before student.
3. Teacher says, "(Name), point to the (name of one picture)"
4. When student points to the picture within five seconds of teacher's request, reward immediately. Continue steps 2 through 4 until student meets performance criteria.
5. If student does not point to the correct picture within five seconds of request, teacher will repeat step 3 and provide a model by pointing to the picture and then saying, "Now you point to the (object)."
6. When student points to correct picture within five seconds of model, reward immediately and repeat steps 5 and 6 until student points to the correct picture folloiwng teacher's model on four out of five consecutive trials.
7. Continue steps 5 and 6 with teacher starting to initiate model by extending index finger and gesturing toward picture of object approximately 5 inches above the picture. Continue until student responds within five seconds of request on four out of five consecutive trials.

E = Expressive
R = Receptive

8. Continue steps 5 and 6 with teacher starting to initiate model by extending index finger in front of teacher's body and gesturing in direction of picture. (Do not move index finger to point directly at picture; finger should point in direction of picture.) Continue until student responds within five seconds of request on four out of five consecutive trials.

9. Repeat steps 3 and 4.

10. If student does not respond when model is given, refer to program 3.18 - Imitates Gestures.

11. Use same procedure for remaining picture. As student learns new picture, continue to train on picture already learned.

Imitates specific consonant sounds 3.28E

PERFORMANCE OBJECTIVE:

When sounds w, t, j, n are modeled, student will verbally imitate each sound within three seconds of hearing each model, on four out of five trials across three consecutive sessions.

MATERIALS:

Tongue depressers and a mirror

SUGGESTIONS FOR INSTRUCTION:

1. Have student sit in chair facing teacher with one foot distance between student and teacher. If it is necessary to keep student from leaving seat, place student's knees between teacher's knees and hold student in this position by applying pressure against student's knees.

2. The following procedures should be used for each sound:

   a. Teacher says, "(Name), look at me." When student is looking at teacher, teacher verbally models only the sound. Teacher says, "Say /w/", and records the response. Teacher repeats the instruction every five seconds until student makes any sound. Immediately reward student for the sound.

   b. Reward each approximation of the sound and gradually make the reward contingent upon closer approximations of the sound. Continue until student correctly imitates the sound five consecutive times across two consecutive sessions.

   c. To facilitate learning, teacher can partially handshape /w/ and /j/ by pushing cheeks inward and then dropping the lower jaw. A tongue depresser pressing the tip of the tongue to the alveolar ridge will facilitate the learning of /t/ and /n/. There are ways to physically prompt closer and closer approximations of the desired sound.

   d. Teacher can also visually prompt closer and closer approximations of the desired sound by using a mirror. Teacher holds mirror in front of student and says, "Do what I do."

2.d. continued

Teacher makes the sound and student sees in the mirror teacher physically manipulating the sound.

e. Teacher can also tactually prompt by holding student's throat while student holds teacher's throat and placing student's palm in front of teacher's mouth.

f. After each sound is learned, test all previously taught sounds. Reteach any which student cannot repeat on five consecutive occasions before teaching another sound.

E = Expressive
R = Receptive

Names four familiar objects 3.29E

PERFORMANCE OBJECTIVE:

When student is shown one object and asked, "What is this?", student will correctly identify the object. Student will name four familiar objects within five seconds of being shown each object on four out of five trials for each object across three consecutive sessions.

MATERIALS:

Ball, book, keys, brush, or any other four familiar objects.

SUGGESTIONS FOR INSTRUCTION:

1. Teacher holds up and shows the ball to student. Teacher says, "What is this?"
2. When student says "Ball" within five seconds of request, reward immediately and repeat procedure until student meets performance criteria.
3. If student does not say "Ball within five seconds, teacher repeats step 1 and says, "Ball, say ball."
4. When student says "Ball" within five seconds of teacher's model, reward immediately and repeat steps 3 and 4 until student responds correctly four out of five consecutive trials.
5. Continue steps 3 and 4 with teacher giving partial model by saying the initial and medial sound, "B - ah". Continue until student responds within five seconds of teacher's model correctly on four out of five consecutive trials.
6. Continue steps 3 and 4 with teacher giving partial model by saying initial sound "b" only. Continue until student responds within five seconds of teacher's model correctly on four out of five consecutive trials.
7. Repeat steps 1 and 2.

8. If student does not imitate words, refer to Program 3.22 - Imitates New Words.

9. Repeat steps 1 through 3 for each new word of remaining objects (books, keys, and brush) using same procedure of modeling word when necessary and fading teacher's model through giving initial and medial sounds model, then only initial sound model, and finally giving no model. ("b - oo - k," "k - ey - s," "b -ru - sh").

10. As student learns each new word, continue to train on words previously learned.

E = Expressive
R = Receptive

Brings Object From Another Room 3.30R

PERFORMANCE OBJECTIVE:

When requested to bring a ball or other familiar object, student will bring the object from another room or area. Student will respond within thirty seconds of request on four out of five trials across three consecutive sessions.

MATERIALS:

Familiar object

SUGGESTIONS FOR INSTRUCTION:

1. When teacher is within five feet of student, teacher asks student to bring a ball or other object which is within five feet of student. Teacher immediately rewards student for the correct response. If student does not comply with the request, teacher should implement Program 3.24R. When student responds independently two out of three trials across three consecutive sessions, proceed to step 2.

2. When teacher is within ten feet of student, teacher requests student to bring a ball or other object which is within ten feet of student. Teacher immediately rewards student for the correct response. When student responds independently two out of three trials across three consecutive sessions, proceed to step 3.

3. When teacher is within five feet of student, teacher will request student to bring a familiar object which is within twenty feet of student. Immediately reward student for correct response. When student responds independently two out of three trials across three consecutive sessions, proceed to step 4.

4. Student will respond to request by bringing object which is within thirty feet. Teacher immediately rewards student for the correct response.

5. If student responds incorrectly five of five trials on any of the above steps, teacher returns to previous step.

E = Expressive
R = Receptive

Imitates animal sounds 3.31R

PERFORMANCE OBJECTIVE:

When teacher imitates the sound of an animal (dog, cow, etc.), and asks student to imitate, student will imitate the sound within five seconds, on four out of five trials across three consecutive sessions.

MATERIALS:

Picture of a dog, picture of a cow, a mirror

SUGGESTIONS FOR INSTRUCTIONS:

1. Have student sit in a chair facing teacher.
2. Teacher shows a picture of a dog to student and says, "(Name), look at me." When student makes eye contact, teacher will ask student, "How does a dog sound?" Teacher imitates dog's sound, "wow, wow", and teacher instructs student, "Now you do it."
3. When student imitates sound, reward immediately by giving student the picture for ten seconds. Repeat the instruction until student imitates the correct response and gradually make the reward contingent upon closer approximation of the sound. Continue the trials until student meets the performance criteria.
4. If student fails to imitate the sound, teacher uses the mirror and repeats steps 2 and 3 and instructs student to look at the mirror each time student imitates the sound.
5. Reward each approximation of the sound and gradually make the reward contingent upon closer approximation of the sound. Continue the trials until student imitates the sound correctly and meets performance criteria.
6. Follow the same steps with the sound, "Moo, moo" for the cow.
7. After each sound is learned, test all previously taught sounds until student meets the performance criteria.

E = Expressive
R = Receptive

Follows a simple direction 3.32R

PERFORMANCE OBJECTIVE:

When given a ball or other object and a simple direction (i.e., "Roll the ball to me," "Put the ball on the table," "Put the ball in the box," student will respond correctly within five seconds on four out of five trials across three sessions.

MATERIALS:

Any object required to follow the simple direction (Ball, box).

SUGGESTIONS FOR INSTRUCTION:

1. Teacher uses the procedure for program 3.24R to train each simple direction separately.

E = Expressive
R = Receptive

Imitates words describing objects 3.33E

PERFORMANCE OBJECTIVE:

Given a picture of a familiar object and asked, "(Name), say (object in picture)," student will respond correctly within five seconds on four of five consecutive trials for each of five objects shown, across three consecutive sessions.

MATERIALS:

Pictures of five familiar objects (for example, ball, book, door, doll, tree)

SUGGESTIONS FOR INSTRUCTION:

1. Teacher holds up picture of ball and says, "(Name), say ball."

2. When student says "Ball" within five seconds of teacher's request, reward and repeat procedure until student meets performance criteria.

3. If student does not say "Ball," teacher repeats step 1 but says, "Ball, say 'b'".

4. When student says the initial sound, "b", reward immediately and repeat step 3 until student says "b" four out of five trials. If necessary, hold student's lips together in starting position for sound and release as teacher gives model of the sound.

5. Repeat step 1, but teacher says, "Ball, say 'b - ah'", articulating each sound separately with one second delay between sounds.

6. When student says the initial and the medial sound, "b - ah", reward immediately and repeat step 5, making reward contingent on closer blending of sounds and eliminating the delay until student says "ba" four out of five consecutive trials.

7. Repeat step 1, but teacher says, "Ball, say 'b - ah ' l'", articulating each sound separately with one second delay between sounds.

8. When student says the initial, the medial, and the final sounds, "b - ah - l", reward immediately and repeat step 7 making reward contingent on closer blending of sounds and eliminating the one-second delay between sounds until student gives correct response, "ball", and meets performance criteria.

9. Repeat steps 1 through 8 for each new picture of other objects using the same procedure of successive approximations of the word using the initial, medial, and final sounds.

10. As student learns each new word, continue to train words previously learned.

E = Expressive
R = Receptive

Imitates 2- to 3-word
sentence 3.34E

PERFORMANCE OBJECTIVE:

When teacher says a sentence having two to three words (i.e., "I want cookie.") and asks student to imitate, student will respond correctly within five seconds on four out of five trials across three consecutive sessions.

MATERIALS:

Cookies or snacks

SUGGESTIONS FOR INSTRUCTION:

1. Have student sit in chair facing teacher.
2. Teacher says, "(Name), look at me." When student is looking at teacher while teacher shows student a cookie, teacher models a three word sentence, "I want cookie," then teacher says, "Say 'I want cookie.'"
3. When student says, "I want cookie," reward immediately by giving student a cookie and let student keep it or eat it. Continue steps 2 and 3 until student meets performance criteria.
4. If student fails to give the correct response within five seconds, teacher repeats step 2, saying, "I" only, and student is instructed to imitate "I".
5. Reward each correct trial with verbal praise.
6. Repeat steps 2, 4, and 5, gradually increasing the numbers of words to three.
7. When student says the whole sentence independently and correctly, reward immediately with cookie and verbal praise.
8. Continue the trials until student meets performance criteria.

E = Expressive
R = Receptive

Uses a two-word combination 3.35E

PERFORMANCE OBJECTIVE:

Shown a familiar object and asked, "What's this?", student will respond, using a two-word combination. Student will respond correctly three times per day across four consecutive days.

MATERIALS:

Desirable food or toy

SUGGESTIONS FOR INSTRUCTION:

1. Adjective and noun
2. Possessive and noun
   a. Teacher trains student to imitate two-word combination, using program 3.34.
   b. Teacher shows object or food to student in a structured learning situation and says, "What's this?" If student responds with two word combination, teacher gives student the object or food. If not, teacher tells student to say the correct combination and gives student the object or food when student imitates. Teacher repeats this step until student responds correctly, without prompt on three consecutive trials.
   c. Teacher repeats step 2, whispering, "What's this?"
   d. Teacher repeats step 2, moving lips but not vocalizing.
   e. Teacher repeats step 2, showing object only.
   f. Teacher repeats step 5 in different, less structured situations.
   g. Other teachers repeat steps e and f.
3. Quantifier and noun
   a. Teacher repeats steps a through g above, replacing the cue, "What's this?" with the cue, "What do you want?"

4. Location
5. Negation
6. Question

    a. When student uses a two-word combination to express one of these ideas, teacher praises student and attends to student for a short time by repeating student's words (4), removing rejected thing or condition (5), or answering student's question (6).

    b. When student uses only one word to express one of these ideas, teacher looks away from student for ten seconds, then faces student and tells student to say the appropriate two-word combination. When student imitates, teacher attends to student in the manner described in step a.

    c. Extend this procedure to as many situations and people as possible.

E = Expressive
R = Receptive

Responds to request to sit 3.36R

PERFORMANCE OBJECTIVE:

When instructed, "Come here, sit down", student will come to teacher and sit in a chair within 30 seconds of request on four out of five trials across three consecutive sessions.

MATERIALS:

Appropriately sized chair

SUGGESTIONS FOR INSTRUCTION:

1. Teacher uses the procedure for program 3.24R to train this objective.

E = Expressive
R = Receptive

Gives object to male or female as instructed 3.37R

PERFORMANCE OBJECTIVE:

In the presence of both parents or males and females and given a familiar object and the instruction, "Give it to (him or her)", student will give the object to male if "him" is designated or female if "her" is specified. Student will respond correctly within 30 seconds on four out of five trials across three consecutive sessions.

MATERIALS:

One toy or object, student's mother and father, other females and males

SUGGESTIONS FOR INSTRUCTION:

1. Teacher instructs student, "Give the doll to Daddy. Good, you gave it to him. Now give it to him (another male)." Teacher continues pairing words "Daddy" and "him" and "him" (another male) until student independently follows the instruction. If a physical or gestural prompt is needed, teacher should use the fading procedures outlined in program 3.24R.
2. Teacher repeats step one, substituting "Mommy", "her", and "her" for the opposite gender. Continue training until student independently follows the direction using the performance criteria.
3. Teacher alternates between step 1 or step 2 until student follows the directions independently and meets the performance criteria.

E = Expressive
R = Receptive

Uses own name 3.38E

PERFORMANCE OBJECTIVE:

When shown a familiar toy and asked, "Whose toy is this?", student will use own name in reference to self by saying, "(Name)'s boy." Student will respond correctly within 30 seconds of request on four out of five trials across three consecutive days.

MATERIALS:

Five or more of student's favorite toys

SUGGESTIONS FOR INSTRUCTION:

1. Teacher puts toys out of sight of student in a box or bag.

2. Teacher shows student a toy and says, "This is (Name)'s toy. Whose toy is this?" If student responds correctly within 30 seconds, teacher gives student the toy for 30 seconds. If not, teacher says, "Say '(Name)'s toy'", repeating until student imitates. Teacher praises student and repeats this step using the same toy. (If student fails to imitate after ten prompts, teacher trains imitation using program 3.34).

3. Teacher repeats step 2 using a different toy on each trial until student responds correctly on four consecutive trials.

4. Teacher shows student a toy and says, "Whose toy is this?" If student responds correctly within 30 seconds, teacher gives student the toy for 30 seconds. If not, teacher repeats step 2 giving praise instead of toy after a correct response. Teacher repeats this step using the same toy.

5. Teacher repeats step 4 with different toys until student responds correctly on the first presentation of four out of five toys across three consecutive days.

E = Expressive
R = Receptive

8. Continue steps 5 and 6 with teacher starting to initiate model by only extending index finger out and gesturing toward head, holding index finger level with shoulders and approximately two inches from shoulders. Continue until student responds within five seconds of teacher's request on four out of five consecutive trials.

9. Continue steps 5 and 6 with teacher initiating model by only extending index finger out, lifting hand in front of teacher's body and bending elbow held next to teacher's body, forming a 60 degree angle. Continue until student responds correctly for 4 out of 5 consecutive trials.

10. Repeat steps 3 and 4.

11. If student does not respond when model is given, refer student back to Program 3.18 - Imitates Gestures.

12. Use same procedure for remaining body parts (hand, arm, foot), using same type fading procedure for modeling by systematic withdrawal of model.

13. As student learns new body parts, continue to train on body parts already learned.

Points to four body parts 3.39R

PERFORMANCE OBJECTIVE:

When instructed to "Point to your (name of body part)," student will point to four body parts; i.e., hand, head, arm, foot, one at a time. Student will respond within five seconds of request on four out of five consecutive trials for each body part, across three sessions.

MATERIALS:

mirror

SUGGESTIONS FOR INSTRUCTION:

1. Use the same procedure for each body part.
2. Have student seated in a chair facing teacher. If it is necessary to keep student from leaving chair, place student's knees between teacher's knees and hold student in this position by applying pressure against student's knees.
3. Teacher says, "(Name), point to your head."
4. When student points to head within five seconds of teacher's request, reward immediately. Continue steps 2 through 4 until student meets performance criteria.
5. If student does not respond correctly within five seconds of teacher's request, teacher will repeat steps 2 to 3 and provides a model by pointing to teacher's head and saying, "Now you point to your head." Use mirror so student can see reflection if needed.
6. When student points to head following model, reward immediately and repeat steps 5 and 6 until student points to head following teacher's model four out of five consecutive trials.
7. Continue steps 5 and 6 with teacher starting to initiate model by teacher only extending index finger and gesturing toward head, holding index finger level with head and approximately 10 inches away from head. Continue until student responds within five seconds of teacher's request on four out of five consecutive trials.

E = Expressive
R = Receptive

LANGUAGE DEVELOPMENT 3.0

Names a missing object 3.40E

PERFORMANCE OBJECTIVE:

When teacher presents student with three objects and then hides one object and asks, "What's missing?", student will name the missing object within three seconds on four out of five trials across three sessions.

MATERIALS:

key, book, small ball

SUGGESTIONS FOR INSTRUCTION:

1. Have student sit in a chair facing teacher.

2. Teacher places three objects on table in front of student. Teacher says, "(Name), this is a key, a book, and a ball," while teacher is pointing to each object. Then teacher instructs, "Now you say it." Reward student immeidately with verbal praise for the correct response. Do step 2 only once or twice if necessary.

3. Teacher instructs student to close eyes and teacher hides one object. Teacher instructs student to open his or her eyes and says, "Look, what is missing?"

4. When student names the correct missing object, reward student immediately by giving the missing object to student for ten seconds. Continue step 3 for each object that is hidden until student meets the performance criteria.

5. If student does not respond correctly, repeat step 2 and 3 for each object until student names the missing object, by prompting student with a soft sound naming the object that teacher models. Instruct student to say aloud.

6. Reward student for each correct trial with verbal praise.

7. Repeat steps 3 to 5. Teacher says only initial sound of each missing object.

8. Continue the trials until student independently names each missing object correctly and meets performance criteria.

E = Expressive
R = Receptive

Picks up five objects, one at a time 3.41R

PERFORMANCE OBJECTIVE:

When given five familiar objects and asked, "Give me the (name of one object)", student will pick up and give teacher each object as requested. Student will respond correctly within five seconds on four out of five consecutive trials for each object across three consecutive days.

MATERIALS:

8 objects familiar to child (i.e., car, book, doll, ball, spoon, keys, cup, brush)

SUGGESTIONS FOR INSTRUCTION:

1. Have student seated at a table. Teacher puts a book on the table and says, "(Name), give me the book."
2. When student gives the book to teacher within five seconds of teacher's request, reward immediately. If student does not give teacher the book within five seconds of teacher's request, refer student back to Program 3.32 - Follows Simple Directions (#3) Repeat steps 1 and 2 until student gives book to teacher three out of three consecutive trials.
3. Repeat steps 1 and 2 for each remaining four objects (keys, ball, doll, cup).
4. Teacher puts a book and keys on the table in front of student and says, "(Name), give me the book." When student gives the book to teacher, reward immediately and repeat step 4 until student responds correctly four out of five consecutive trials.
5. If student begins to pick up wrong object, teacher intervenes and moves the object on table to position further away from student by about 6 inches. Repeat steps 4 and 5, bringing the object student has reached for incorrectly closer to the position of the book each time student makes a correct response, until the object (i.e., keys), and the book are next to one another on the table and student makes a correct response four out of five consecutive trials.

Continued - 3.41R

6. Repeat steps 4 and 5, but teacher says, "(Name), give me the keys," and moves position of the book if student begins to make incorrect response. Continue until student gives keys to teacher four out of five consecutive trials.

7. Teacher repeats step 4, varying request of keys/book in random order, until student responds correctly four out of five consecutive trials.

8. Teacher puts a book, keys, and ball on the table in front of student and says, "(Name), give me the ball." When student gives the teacher the ball, reward immediately and repeat step 8 until student responds correctly four out of five consecutive trials.

9. If student begins to pick up wrong object (book or keys), teacher intervenes and moves the keys and book to positions farther from student than the ball by approximately 6 inches. Repeat steps 8 and 9, bringing the keys and book closer to the position of the ball each time student makes a correct response until the keys and book are next to the ball (making a row) and student responds correctly four out of five consecutive trials.

10. Repeat step 8, varying request of keys, book, ball, in random order until student responds correctly four out of five consecutive trials.

11. Continue with steps 8 through 10, introducing remaining objects one at a time, until five objects are placed in a row on the table and student responds correctly four out of five consecutive trials.

12. Place five objects in front of student on table and vary one of the five objects for each trial, asking for each object in random order until student meets performance criteria.

E = Expressive
R = Receptive

Points to clothing items 3.42R

PERFORMANCE OBJECTIVE:

Given a picture of a fully-dressed person and asked, "Point to the (clothing item)," student will correctly point to five clothing items pictured; i.e., shirt, pants, hat, shoes, socks. Student will respond correctly within five seconds on four out of five consecutive trials for each clothing item across three consecutive sessions.

MATERIALS:

Picture of a person completely dressed, including wearing a hat.

SUGGESTIONS FOR INSTRUCTIONS:

1. Have student seated at a table. Teacher holds up and shows student a picture of a person completely dressed and says, "(Name), point to the (shirt)."
2. When student points to the shirt within five seconds of request, reward immediately and repeat step 1 until student meets performance criteria.
3. If student does not point to the shirt within five seconds of teacher's request, teacher repeats step 1 and provides a model by pointing to the shirt in the picture and says, "Now you point to the shirt."
4. When student points to the correct clothing item within five seconds of teacher's model, reward immediately and repeat steps 3 and 4 until student points to the shirt following teacher's model four out of five consecutive trials.
5. Continue steps 3 and 4 with teacher fading model through one-second delays between request and model and increasing the delay of the model in two-second increments for each three consecutive responses made until student points to the shirt before teacher gives model and student meets performance criteria
6. If student does not respond when model is given, refer student back to Program 3.18 - Imitates Gestures.
7. Use same procedure for remaining clothing items. As student learns new items, continue to train on those already learned.

E = Expressive
R = Receptive

Points to five objects in the home 3.43R

PERFORMANCE OBJECTIVE:

When in the presence of five familiar objects from the home or setting and requested to "Point to (name of object)", student will correctly point to each of the five objects; i.e., chair, table, light, potty, door. Student will respond correctly within five seconds on four out of five trials for each object across three consecutive sessions.

MATERIALS:

5 objects from home or setting.

SUGGESTIONS FOR INSTRUCTION:

1. Teacher says, "(Name), where is the (chair)?"

2. When student points to the chair within five seconds of teacher's request, reward immediately and repeat steps 1 and 2 until student meets performance criteria.

3. If student does not point to the chair within five seconds of teacher's request, teacher repeats step 1 and provides a model by pointing to chair and extending index finger and arm fully, and says, "(Name), there is the chair. Now you point to the chair."

4. When student points to the chair within five seconds of teacher's model, reward immediately and repeat steps 3 and 4 until student points to the chair following teacher's model four out of five consecutive trials.

5. Continue steps 3 and 4 but with teacher giving only partial model by only extending index finger outward with elbow bent and next to teacher's body making approximately a 45-degree angle at elbow, pointing toward direction of chair. Continue until student responds within five seconds of teacher's request four out of five consecutive trials.

6. Continue steps 3 and 4 but with teacher turning head toward chair and nodding head, looking at chair instead of giving model. Continue until student responds within five seconds of teacher's request four out of five consecutive trials.

E = Expressive
R = Receptive

7. Repeat steps 3 and 4.

8. If student does not respond when model is given, refer student back to Program 3.18 - Imitates Gestures.

9. Use same procedure for remaining home objects, following same systematic withdrawal of modeling procedure. As student learns new object, continue to train on picture already learned.

Combines Words Into Phrases 3.44E

PERFORMANCE OBJECTIVE:

When shown a cookie or other food item and asked, "What do you want?", student will respond with a noun-verb or verb-noun phrase within five seconds on four out of five trials across three consecutive sessions.

MATERIALS:

Cookies or other food items

SUGGESTIONS FOR INSTRUCTION:

1. During snack time, teacher asks student, "What do you want?", and says in a voice louder than the voice used for the question, "Cookie." When student repeats "Cookie" four out of five trials across three consecutive sessions, proceed to step 2.

2. Teacher repeats step 1 using the same volume of voice for both the question and the answer. When student repeats "Cookie" four out of five trials across three consecutive sessions, proceed to step 3.

3. Teacher repeats step 1 using a lesser volume of voice for the answer than the question. Same criteria as above. Proceed to step 4.

4. Teacher repeats step 1 asking only the question. If student answers, "Cookie", teacher rewards the correct response with a piece of cookie as above. Same criteria as above. Proceed to step 5.

5-8 Repeat steps 1 through 4 using "Eat cookie" as the answer.

9. Train other verb-noun phrases in the same way.

E = Expressive
R = Receptive

Uses pronouns 3.45E

PERFORMANCE OBJECTIVE:

When shown a desirable food or toy and asked, "Do you want the (object)?" or "Whose (object) is this?" student will correctly respond with "I want the (object)", or "My (object)", or "Mine", following teacher's verbal model. Student will respond correctly using two pronouns on four out of five trials across three days.

MATERIALS:

Desirable food or toy

SUGGESTIONS FOR INSTRUCTION:

1. Teacher shows food or toy and says, "Whose (object) is this? Say 'Mine'". If student says "Mine," teacher rewards with a piece of the food or with the toy for ten seconds. If student does not respond correctly, teacher turns head away for ten seconds. Present five trials and continue at this step until student imitates on four consecutive trials.

2. Teacher shows food or toy and says, "Whose (object) is this? Say 'My (object)' If student responds correctly, teacher praises student and repeats step 1. If student does not respond correctly, teacher turns away for ten seconds. Present five trials and continue at this step until student imitates both pronouns four consecutive times.

3. Teacher shows food or toy to student and says, "Do you want the (object)? Say, 'I want (object)'." If student responds correctly, teacher praises and repeats step 2. If incorrect response, teacher turns away for ten seconds. Present five trials and continue at this step until student meets performance criteria.

4. Teacher shows food or toy and says, "Whose (object) is this?" If student says "My (object)" or "Mine", teacher rewards student. If incorrect response, teacher says, "Say 'Mine'" and praises imitation. Present five trials and continue this step until student responds correctly on four consecutive trials.

5. Teacher shows food or toy and says, "Do you want the (object)?" If student says, "I want (object)", teacher praises and repeats step 4. If incorrect, teacher says, "Say, 'I want (object)'" and praises imitation. Continue until student meets performance criteria.

E = Expressive
R = Receptive

Points to picture 3.46R

PERFORMANCE OBJECTIVE:

Shown two pictures, one of a person eating and one of a person sleeping, and asked, "Show me the person (eating/sleeping)", student will correctly identify each picture within five seconds of request on four out of five trials for each picture across three consecutive sessions.

MATERIALS:

One picture of a person sleeping, one picture of a person eating

SUGGESTIONS FOR INSTRUCTION:

1. Have student seated at a table. Teacher shows two pictures (i.e., person sleeping/eating) to student by placing them down in front of student.
2. Teacher says, "(Name), show me the person sleeping."
3. When student points to the picture of person sleeping within five seconds of teacher's request, reward immediately. Continue steps 1 through 3 until student meets performance criteria
4. If student does not point to the picture of the person sleeping within five seconds of teacher's request, teacher will repeat steps 1 and 2 and provide a model by pointing to the picture of the person sleeping and saying, "Now you point to the person sleeping."
5. When student points to the correct picture within five seconds of teacher's model, reward immediately and repeat steps 5 and 6 until student points to the correct picture following teacher's model four out of five consecutive trials.
6. Continue steps 4 and 5 with teacher starting to initiate model by teacher only extending index finger out and gesturing toward picture of person sleeping approximately five inches above the picture. Continue until student responds within five seconds of teacher's request four out of five consecutive trials.

E = Expressive
R = Receptive

7. Continue steps 4 and 5 with teacher starting to initiate model by teacher only extending index finger in front of body, gesturing in direction of location of picture of person sleeping (do not move index finger directly to picture.) Continue until student responds within five seconds of teacher's request four out of five consecutive trials.

8. Repeat steps 2 and 3.

9. If student does not respond when model is given, refer student back to Program 3.18 - Imitates Gestures.

10. Use same procedure for other picture of person eating. As student learns other picture, continue to train on picture already learned.

Points to seven smaller body parts 3.47R

PERFORMANCE OBJECTIVE:

When asked, "Show me your (name of body part)", student will correctly identify seven smaller body parts (ear, nose, mouth, eyes, hair,fingers, toes) within five seconds on four out of five trials for each body part across three consecutive days.

MATERIALS:

Mirror

SUGGESTIONS FOR INSTRUCTION:

1. Have student seated in a chair facing teacher. If it is necessary to keep student from leaving chair, place student's knees between teacher's knees and hold student in this position by applying pressure against student's knees.

2. Teacher says, "(Name), show me your (name of body part; i.e., ear)."

3. When student points to ear within five seconds, reward immediately. Continue steps 1 through 3 until student meets performance criteria.

4. If student does not point to ear within five seconds of teacher's request, teacher will repeat steps 1 and 2 and provide a model by pointing to teacher's ear and saying, "Now you point to your ear." (Use mirror so student can see reflection if needed.)

5. When student points to ear within five seconds of teacher's model, reward immediately and repeat steps 4 and 5 until student responds correctly following teacher's model four out of five consecutive trials.

6. Continue steps 4 and 5 with teacher giving partial model by only extending index finger out and gesturing toward ear, holding index finger at ear level but approximately 10 inches away from head. Continue until student responds correctly within five seconds of teacher's request four out of five consecutive trials.

E = Expressive
R = Receptive

7. Continue steps 4 and 5 with teacherinitiating model by only extending index finger out and gesturing toward ear holding index finger at shoulder level approximately 2 inches out from shoulder. Continue until student responds correctly within five seconds of teacher's request four out of five consecutive trials.

8. Continue steps 4 and 5 with teacher initiating model by only extending index finger out, lifting hand in front of teacher's body and bending elbow held next to teacher's body to a 60-degree angle. Continue until student responds correctly four out of five consecutive trials.

9. Repeat steps 1 through 3.

10. If student does not respond when model is given, refer student back to Program 3.18 - Imitates Gestures.

11. Use same procedure for each remaining body part (nose, mouth, eyes, hair, fingers, toes) using same fading procedure for modeling by systematically withdrawing model.

12. As student learns new body parts, continue to train on body parts already learned.

Says full name on request 3.48E

PERFORMANCE OBJECTIVE:

After hearing full name spoken and requested to repeat, student will tell his or her full name within five seconds, on five out of five trials across three consecutive sessions.

MATERIALS:

None

SUGGESTIONS FOR INSTRUCTION:

1. Have student sit in a chair facing teacher.
2. Teacher calls, "(Name)" for attention and says, "Your name is (John Doe)". What is your name?", and says, "Say 'John Doe.'"
3. Teacher waits for five seconds. If student responds correctly, reward immediately with verbal praise and by rubbing student's back. Continue trials until student meets the performance criteria.
4. If student fails to respond correctly, teacher models the correct response. Refer to step 2. Teacher asks, "What is your first name? John. Now you say it."
5. Reward student for each correct trial with verbal praise.
6. Continue step 4 and 5 until student meets performance criteria
7. Teacher says, "John, what is your other name. Doe. Say 'Doe'"
8. Teacher repeats step 7 until student gives correct response and meets performance criteria.
9. Repeat steps 2 - 8 until student responds independently and correctly and meets performance criteria.

E = Expressive
R = Receptive

Associates words with objects 3.49E

PERFORMANCE OBJECTIVE:

When shown pictures of familiar objects appropriate to questions "What do you (eat with, drink with, wear, write with)?", student will point to each of the four pictures as appropriate. Student will correctly associate word with picture within five seconds on four out of five consecutive trials for each question across three consecutive sessions.

MATERIALS:

Four pictures of objects; i.e., spoon, cup, shirt, pencil.
Four objects associated with pictures

SUGGESTIONS FOR INSTRUCTION:

1. Have student seated at a table or chair facing teacher.
2. Teacher says, "(Name), what do you eat with?"
3. When student says "spoon" within five seconds of teacher's request, reward immediately and repeat steps 1 through 3 until student meets performance criteria.
4. If student does not say "spoon" within five seconds of request, repeat steps 1 and 2 and hold picture of spoon before student, wait five seconds for student to say "spoon". When student says "spoon", reward immediately and repeat step 4 until student responds correctly four out of five consecutive trials.
5. If student does not say "spoon" within five seconds of seeing picture, teacher repeats step 4 and says , "You eat with a spoon, say 'spoon'."
6. When student says "spoon" within five seconds of modelling correct response by teacher, teacher rewards immediately and repeats steps 5 and 6 until student responds correctly four out of five consecutive trials.
7. Repeat step 4 (withdrawal of verbal cue).

E = Expressive
R = Receptive

8. Repeat steps 1 through 3 (withdrawal of visual cue).
9. If student does not imitate words, refer student back to Program 3.22 - Imitates New Words
10. Repeat steps 1 through 8 for each remaining question and answer, using same procedure of showing picture of object, modeling correct response, and withdrawing verbal and visual cues.
11. As student learns each new word, continue to train words previously learned.

Repeats a sequence of two numbers 3.50E

PERFORMANCE OBJECTIVE:

Shown cards or blocks depicting numbers and asked to say a digit sequence of two numbers (4 and 6, 5 and 7, 6 and 8, etc.), student will repeat the digit sequence within three seconds on four out of five trials across three consecutive sessions.

MATERIALS:

Cards or blocks showing numbers

SUGGESTIONS FOR INSTRUCTION:

1. Have student sit in chair facing teacher.
2. Teacher puts blocks in digit sequence order in front of student. Teacher says, "(Name)", while pointing to each block, and says, "four, six." Teacher then instructs student, "Now you do it."
3. If student responds correctly, reward immediately with verbal or social praise.
4. Reward student for each correct trial with verbal or social praise.
5. If student fails to give correct response, teacher tells student to say "four" and student is asked to repeat, "four". Teacher then says, "four, six", and student repeats correctly, "four, six."
6. Repeat steps 2 through 4 until student says the correct digit sequences without a model and meets performance criteria.
7. Follow steps 2 through 6 for digit sequence number 5,7 and 6,8.

E = Expressive
R = Receptive

Associates body parts with functions 3.51R

PERFORMANCE OBJECTIVE:

When asked, "What do you (see with, eat/talk with, hear with, smell with, touch with)?", student will point to associated body parts (i.e., eyes, mouth, ears, nose, fingers). Student will respond correctly within five seconds of each question on four out of five trials across three consecutive sessions.

MATERIALS:

A doll

SUGGESTIONS FOR INSTRUCTION:

1. Have student sit in chair facing teacher.
2. Teacher asks, ("Name), what do you see with?", and then says, "Eyes." Teacher models, pointing to own eyes. Teacher instructs student to answer question and points to student's own eyes. Teacher says, "(Name), what do you see with?" Reward the correct response immediately with verbal praise and by giving student a doll for ten seconds.
3. Continue the trial until student meets performance criteria.
4. Reward student for each correct trial with verbal praise and doll.
5. If student does not answer correctly, teacher repeats steps 2 and 4 and takes student's finger, points to student's eyes while saying "Eyes." Teacher can also use the doll for modeling. Teacher then asks, "(Name), what do you see with?" Teacher takes student's hand and points to the doll's eyes while saying, "Eyes."
6. Teacher repeats steps 2 through 5 and gradually only lightly holds student's finger for pointing.
7. Teacher repeats steps 2 through 6, using gesture for pointing.
8. Continue trials until student independently gives correct answer and meets performance criteria.
9. Follow the same steps for other body parts and functions.
10. Retest all questions randomly until student meets performance criteria.

E = Expressive
R = Receptive

Points to big and little balls in picture 3.52 R

PERFORMANCE OBJECTIVE:

Shown one picture of a large ball and one of a small ball and requested to, "Point to the (big ball, small ball)", student will respond to request correctly within five seconds, on four out of five trials for each picture across three consecutive sessions.

MATERIALS:

2 pictures, one of a large ball and the other of a small ball (or any other pictures of one big and one small object).

SUGGESTIONS FOR INSTRUCTION:

1. Have student seated at table facing teacher.
2. Teacher places two pictures, one of large ball and the other of a small ball, on table before student.
3. Teacher says ,"(Name), point to the picture of the big ball."
4. When student points to the picture of the big ball within five seconds of teacher's request, reward immediately and repeat step 1 through 4 until student meets performance criteria.
5. If student does not point to the picture of the big ball within five seconds of teacher's request, teacher repeats steps 1 through 3 and provides a model by pointing to the picture of the big ball and saying, "(Name), this is the big ball. Now you point to the big ball."
6. When student points to the picture of the big ball within five seconds of teacher's request following model, reward immediately and repeat steps 5 and 6 until student responds correctly four out of five consecutive trials.
7. Continue steps 5 and 6 with teacher starting to initiate model by only extending index finger out and gesturing toward picture of big ball, approximately five inches above the picture. Continue until student responds within five seconds of teacher's request four out of five consecutive trials.

E = Expressive
R = Receptive

8. Continue steps 5 and 6 with teacher initiating model by only extending index finger out in front of body and gesturing in direction of location of picture of big ball. (Do not move index finger out toward picture of ball.) Continue until student responds correctly within five seconds of teacher's request for four out of five consecutive trials.

9. Repeat steps 1 through 4.

10. If student does not respond when model is given, refer student back to Program 3.18 - Imitates Gestures.

11. Use same procedure for other picture of small ball. As student learns other picture, continue to train on picture already learned.

12. Present five trials in random order, requesting student to point to the picture of the big/little ball until student responds correctly within five seconds of teacher's request four out of five consecutive trials.

Names pictures of familiar objects 3.53E

PERFORMANCE OBJECTIVE:

When shown pictures of eight objects and the corresponding objects, student will name each object correctly as teacher places picture on the object. Student will respond correctly within three seconds for each card, on eight out of eight trials across three consecutive sessions.

MATERIALS:

8 name cards

SUGGESTIONS FOR INSTRUCTION:

1. Teacher places 8 objects in different places in the classroom.
2. Teacher takes student around the room. Teacher places four cards in correct place and says, "dog, cat, car, tree." Teacher instructs student, "(Name), collect each card and name it." Reward student immediately for each correct card and name with verbal praise and holding the cards for ten seconds. Continue the trials until student meets the performance criteria.
3. If student names the wrong card (i.e., "dog" instead of "cat"), teacher says, "No" and takes card from student's hand. Teacher places card in original position and names it ("cat"), then teacher instructs student to name card.
4. Reward student for each correct trial with verbal praise.
5. Teacher instructs student, "(Name), go around the room and place four cards, dog, cat, car, tree, in correct place." Reward immediately for each correct response with verbal praise. Teacher then instructs student to collect each card and name it correctly. Reward student immediately for the correct collecting and naming of each card.
6. Repeat steps 2 through 5 with another set of four cards.
7. Combine cards used in steps 2 and 6 and ask student to go around room and place 8 cards in correct place and name each card. Reward student immediately for each correct trial and continue the trials until student meets performance criteria.

E = Expressive
R = Receptive

Gives teacher one object on request 3.54R

PERFORMANCE OBJECTIVE:

When given four cubes and upon teacher request, "Give me just one," while teacher gestures with one finger and extends open palm, student will give teacher one cube within ten seconds, on three out of four trials across three consecutive sessions.

MATERIALS:

Four cubes

SUGGESTIONS FOR INSTRUCTION:

1. Teacher presents four cubes to student. Teacher instructs, "Give me just one" and gestures with one finger, extending the other palm. Teacher physically prompts the correct response by picking up just one cube with student's hand and placing it in teacher's other hand. Teacher rewards immediately. Teacher repeats the above procedure for a total of three trials. On the fourth trial, teacher does not prompt physically and records the response. When student responds without a physical prompt across two consecutive sessions, proceed to step 2.
2. Repeat the above procedure, testing for an independent response on the second trial. Continue to prompt the correct response until student performs the task independently across two consecutive sessions.
3. Repeat the above procedure, testing for an independent response on the first trial. Continue to prompt the correct response until student performs the task independently, meeting the performance criteria.
4. Train this response across other materials.
5. Train this response across other trainers.

E = Expressive
R = Receptive

Places blocks on matching colors 3.55R

PERFORMANCE OBJECTIVE:

When given one of three blocks which are colored red, yellow, and blue, and a set of three squares with one colored red, one yellow, and one blue, and instructed to "Put this color on the color that is the same", student will correctly place each block on the matching color square within ten seconds on three out of three trials across two consecutive sessions.

MATERIALS:

Three squares - one red, one yellow, and one blue
Three blocks - one red, one yellow, and one blue

SUGGESTIONS FOR INSTRUCTION:

1. Teacher places the three squares on the table and gives the red block to student. Teacher instructs, "Put this on the color that is the same." Teacher uses hand-over-hand prompting to assist student to perform the task.

2. Teacher repeats the above instruction and points to the block and then to the square as a prompt. If student needs more assistance, teacher uses hand-over-hand prompting. When student performs the task with just a gestural prompt for three out of three trials across two consecutive sessions, proceed to step 3.

3. Teacher repeats the above instruction with no additional prompting. When student performs the task independently for three out of three trials across two consecutive sessions, proceed to step 4.

4. Teacher randomly rearranges the color squares, hands student the red block, and repeats the above instruction. When student performs the task independently for three out of three trials across two consecutive sessions, proceed to step 5.

5.-8. Student trains blue using the above four steps.

9.-12. Student trains yellow using the above four steps.

E = Expressive
R = Receptive

Takes turn replacing blocks 3.56R

PERFORMANCE OBJECTIVE:

When teacher models placing seven blocks in a box, one at a time, and requests student to imitate, student will place a block in the box each time the teacher places a block in the box, within three seconds of each turn on four out of five trials across three consecutive sessions.

MATERIALS:

7 blocks, 1 shoe box

SUGGESTIONS FOR INSTRUCTION:

1. Have student sit in chair facing teacher.
2. Teacher presents all blocks and shoe box on the table.
3. Teacher models, and says, "(Name), watch me", and teacher picks up one block and places it in the box.
4. Teacher says and models, "I put a block in the box," and says, "Now you put another block in the box." Reward student immediately for the correct response with verbal and social praise.
5. Teacher says, "Now it is my turn, (Name)." Teacher puts another block in the box and says, "(Name), now your turn." Reward each correct response immediately with verbal praise. Repeat step 5 until all blocks are in the box. Reward student by playing with the blocks for ten seconds. Continue the trials until student meets the performance criteria.
6. If student fails to respond correctly, repeat steps 3-5. In step 4 after teacher says, "Now you put another block in the box," student picks up and places one block (no more) in the box. Student is not allowed to put another block in the box until it is student's turn (although student may touch other blocks). Teacher will say, "(Name), no, you have to wait for your turn." Student has placed at least three blocks into the box, in turn, when all blocks are in the box.
7. Repeat steps 2 - 7 and test until student meets performance criteria.

E = Expressive
R = Receptive

Asks for desired object, using pronoun 3.57E

PERFORMANCE OBJECTIVE:

When shown a desirable food or toy, student will say, "I want (object), please," following verbal prompt, "Do you want this? Ask for it. Say, 'I want (object)'". Student will respond correctly on four out of five trials across four consecutive sessions.

MATERIALS:

Desirable food or toy

1. Teacher establishes that for as many people as possible and in as many situations as possible, student can obtain food or toy only by saying the whole sentence.
2. If student does not already imitate, "I want (object)", this is taught in Program 3.34.
3. Teacher says, "Say, 'I want (object), please.'" If student imitates, teacher rewards student with a piece of food or toy for ten seconds. Teacher repeats this step until student imitates correctly on five consecutive trials.
4. Teacher repeats step 3, saying, "Say, 'I want (object), please.'" in a soft voice.
5. Teacher repeats step 3, whispering, "Say, 'I want (object), please.'"
6. Teacher repeats step 3, saying only, "Do you want this?" to prompt correct response and repeating the step until student meets the performance criteria.

E = Expressive
R = Receptive

Blows out candle 3.58E

PERFORMANCE OBJECTIVE:

Given a lighted candle and the verbal prompt, "Can you blow it out?", student will blow out the candle in fewer than four breaths. Student will respond to the question within ten seconds, and will blow out the candle on four out of five trials across three consecutive sessions.

MATERIALS:

Candle, matches, and brownies.

SUGGESTIONS FOR INSTRUCTION:

1. Teacher places a burning candle on a brownie and asks student, "Can you blow it out?" **If student blows too weakly to extinguish** the flame, move the candle as close to student as is safe in order to aid the accomplishment of the task. When the candle is blownout, reward student immediately with the brownie.
2. If student does not blow when asked, teacher instructs a peer to enthusiastically model the lesson and eat the brownie in presence of student. Teacher then repeats step 1.
3. If student still does not blow, teacher presses student's cheeks inward with the thumb and index finger and gently presses student's stomach in. The lungs always contain more than enough air to extinguish a burning candle. Reward student immediately upon student's extinguishing the flame. Gradually reduce the physical prompting until student independently performs the task meeting performance criteria.

E = Expressive
R = Receptive

Tells own sex 3.59E

PERFORMANCE OBJECTIVE:

When asked, "Are you a boy or a girl?", student will respond correctly within three seconds on four out of five trials across three consecutive sessions.

MATERIALS:

None

SUGGESTIONS FOR INSTRUCTION:

1. Have student sit in a chair facing teacher.
2. Teacher asks student, "(Name), are you a boy or a girl?", and says, "A boy" if student is male. Teacher then says, "Say, 'A boy.'"
3. When student says, "A boy", reward student immediately with verbal and social praise. Continue steps 2 and 3 until student meets the performance criteria.
4. If student fails to state appropriate sex clearly, teacher allows another boy to sit near student and tells student, "(Boy's name) is a boy." Teacher then asks the other boy, "(Name), are you a boy or a girl?" If the boy responds correctly, reward him immediately with verbal praise. Teacher then refers the question again to student as in steps 2 and 3 until student meets the performance criteria.
5. Follow the same steps for identifying a girl.

E = Expressive
R = Receptive

Responds correctly to a series of three commands 3.60R

PERFORMANCE OBJECTIVE:

When given a series of three commands ("Come here", "Sit down here", etc.), student will respond correctly within ten seconds on four out of five trials across two consecutive sessions.

MATERIALS:

A familiar object

SUGGESTIONS FOR INSTRUCTION:

1. Teacher uses program 3.19R to train compliance to one command.
2. Teacher uses program 3.19R to train compliance to another command.
3. Teacher combines two commands for student to correctly respond to. When student complies four out of five trials across two consecutive sessions, proceed to step 4.
4. Teacher uses program 3.19R to train a third command.
5. Teacher combines all three commands for student to correctly respond to. When student complies four out of five trials across two consecutive sessions, proceed to step 6.
6. Train four series of three commands using the above procedure to aid generalization.

E = Expressive
R = Receptive

Speaks a 6-syllable sentence
3.61R

PERFORMANCE OBJECTIVE:

When teacher models a sentence and instructs student to imitate, student will imitate a six to seven word sentence within five seconds of each modeled sentence on four out of five trials across three consecutive sessions.

MATERIALS:

Picture of a cat

SUGGESTIONS FOR INSTRUCTION:

1. Have student sit in a chair facing teacher.
2. Teacher says, "(Name), look at me." When student is looking at teacher, teacher holds up the picture of the cat and says, "I have a kitty cat", and then says, "Say, 'I have a kitty cat.'"
3. When student says, "I have a kitty cat", reward immediately by giving student the picture of the cat for 10 seconds. Continue steps 2 and 3 until student meets the performance criteria.
4. If student fails to say the entire sentence correctly, teacher repeats step 2 by saying half of the sentence only ("I have") and instructs student to repeat until a close approximation of each word or a correct response is made. Then teacher continues the sentence ("kitty cat") and instructs student to repeat until the correct response is made.
5. Reward student for each correct trial with verbal praise and if student finishes saying the entire sentence, repeat step 3.
6. Follow the same steps with, "My name is (Name of student)", eliminating picture of cat. Reward with verbal and social praise for each correct trial.

E = Expressive
R = Receptive

Acts out verb 3.62R

PERFORMANCE OBJECTIVE:

When verbally prompted, "Show me how you (walk, run, hop, climb)", student will act out two of the four verbs. Student will respond within 15 seconds of prompt, on four out of five trials across three consecutive sessions.

MATERIALS:

Student-specific reward, if tangible.

SUGGESTIONS FOR INSTRUCTION:

1. Teacher instructs student, "Show me how you (walk, run, hop, climb)." Teacher models the verb activity and repeats the request. If student performs the task, reward immediately.
2. If student does not perform the task after a verbal prompt, teacher gives as much physical assistance as necessary to insure a correct response. Reward student immediately upon task completion.
3. Teacher gradually reduces the physical assistance until student independently performs the task meeting the performance criteria
4. Teacher trains a second request to criteria using steps 1 through 3.
5. After the second request is trained, test the previously taught request. Reteach the previous request if student does not meet the performance criteria.
6. Randomly mix the two requests until the performance criteria is met.

E = Expressive
R = Receptive

Gives correct age 3.63E

PERFORMANCE OBJECTIVE:

In response to verbal prompt, "(Name), how old are you?", student will respond correctly within five seconds on four out of five trials across three consecutive sessions.

MATERIALS:

Card number or block number

SUGGESTIONS FOR INSTRUCTION:

1. Have student sit in a chair facing teacher.
2. Teacher shows a block with number 5 on it to student (if student is 5 years old, or any number according to student's age), and says, "(Name), what number is this? Five. Say, 'Five.'" Reward student immediately for the correct answer by giving student the block for ten seconds. Repeat the trials until student meets the performance criteria.
3. Teacher asks student to answer when asked, "(Name), how old are you?", and says, "Five. Say 'Five.'" Reward student immediately for the correct answer with verbal praise and give student the block for ten seconds. Repeat the trials until student meets the performance criteria.
4. If student fails to give the correct answer, teacher asks, "(Name), count your fingers to five," and teacher points to student's fingers while counting, "One, two, three, four, five." Teacher then says, "Now you do it." Reward student immediately for each correct response with verbal praise.
5. Repeat steps 3 and 4 until student independently responds correctly to the question, "(Name), how old are you?"

E = Expressive
R = Receptive

Points to longest of two objects 3.64R

PERFORMANCE OBJECTIVE:

Given two objects which are identical except for clear differences in length and asked to point to the longest object, student will respond correctly within five seconds of request on four out of five trials across three consecutive sessions.

MATERIALS:

Dowel sticks identical except for differing in length, or two identical objects which clearly differ in length.

SUGGESTIONS FOR INSTRUCTION:

1. Have student seated at table facing teacher. Teacher places two dowels of differing lengths on the table.
2. Teacher says, "(Name), point to the longer one."
3. When student points to the longer object within five seconds of teacher's request, reward immediately and repeat steps 1 through 3 until student meets performance criteria.
4. If student does not point to the longer dowel within five seconds of teacher's request, teacher repeats steps 1 through 3 and provides a model by pointing to the longer dowel and saying, "(Name), this is the longer one. Now you point to the longer one."
5. When student points to the longer dowel within five seconds of teacher's model and request, reward immediately and repeat steps 4 and 5 until student responds correctly four out of five consecutive trials.
6. Continue steps 4 and 5 with teacher starting to initiate model by teacher only extending index finger out and gesturing toward the longer dowel approximately five inches above the dowel. Continue until student responds correctly within five seconds of teacher's request four out of five consecutive trials.
7. Continue steps 4 and 5 with teacher starting to initiate model by teacher only extending index finger in front of teacher's body and gesturing in direction of location of longer dowel. Continue until student responds correctly within five seconds on four out of five consecutive trials.

E = Expressive
R = Receptive

8. Repeat steps 1 through 3.
9. If student does not respond when model is given, refer student back to Program 3.18 - Imitates Gestures.

Names one color 3.65E

PERFORMANCE OBJECTIVE:

When shown an object which is yellow, blue, or red and asked to identify the color of one, student will respond by naming correct color within five seconds on first presentation of each of three colors across three consecutive days.

MATERIALS:

Three different sets of objects, each containing identical yellow, blue, and red members.

SUGGESTIONS FOR INSTRUCTION:

1. Teacher places a set of objects in front of student.
2. Teacher points to the yellow object and says, "*What color is this?*" If student says, "Yellow," within five seconds, teacher rewards student and presents another set of objects in a different color order. If not, teacher says, "*Yellow*," student imitates, and teacher repeats this step with the same set of objectives. Lessons continue until student meets performance criteria.

E = Expressive
R = Receptive

Names two pictures, in plural
3.66E

PERFORMANCE OBJECTIVE:

Given a picture of an object which is familiar to the student, with several of the same objects on each picture, student will correctly name the picture, using an "s" on the end of the word to indicate plural. Student will respond within 10 seconds, on four out offive trials across three consecutive sessions.

MATERIALS:

Three to five pictures familiar to student, with several of the same objects on each picture.

SUGGESTIONS FOR INSTRUCTION:

1. Teacher shows one picture to student and asks, "What do you see?" If student responds correctly, reward immediately. If student does not, proceed to step 2.
2. Teacher repeats the request and models the correct response in a louder voice for student to imitate. Reward student immediately for imitating the correct response. When student responds correctly four out of five consecutive trials in one session, proceed to step 3.
3. Teacher repeats step 2, modeling the correct response in the same voice level as the request. Use the same criteria; proceed to step 4 if met.
4. Teacher repeats step 2 modeling the correct response in a whisper. Use the same criteria; continue to step 5 if met.
5. Teacher repeats step 1. When student responds correctly four out of five consecutive trials across three sessions, proceed to step 6.
6. Train the next picture response using steps 1 through 5. Continue to review the first picture response while doing this.
7. Randomly mix the two pictures until student correctly responds to them, meeting the performance criteria.

E = Expressive
R = Receptive

Repeats three sequences of three digits 3.67E

PERFORMANCE OBJECTIVE:

When teacher says a sequence of three digits (4,6,2; 5,9,1; 3,8,7) and asks student to repeat, student will respond correctly within three seconds on four out of five trials across three consecutive sessions.

MATERIALS:

Cards with numbers, or numbered blocks

SUGGESTIONS FOR INSTRUCTION:

1. Have student sit in chair facing teacher.
2. Teacher puts the blocks in digit sequence order on table in front of student. Teacher says, "(Name), say four, six, two", while pointing to each appropriate block. Teacher then instructs student, "Now you say it."
3. If student responds correctly, reward immediately by giving student the three blocks for ten seconds. Continue the trials until student meets the performance criteria.
4. If student fails to give the correct response, refer student to Program 3.50E, steps 5 and 6.
5. Follow steps 2, 3 and steps 5 and 6 from Program 3.50E for digit numbers 5, 9, 1 and 3, 8, 7.

E = Expressive
R = Receptive

Places a cube in different positions at request 3.68R

PERFORMANCE OBJECTIVE:

Given a box and a one inch cube and given separate requests using six different positions for the cube (i.e., "Put the block on top of the box (inside the box, under the box, behind the box, beside the box.")) student will respond correctly within five seconds of each request on four of five trials for each position across three sessions.

MATERIALS:

A one inch cube and a box open at one end.

SUGGESTIONS FOR INSTRUCTION:

1. Use the same procedure for each preposition trained.
2. Have student seated at table. Teacher puts one inch cube and box on table with open end of box resting on table.
3. Teacher says, "(Name), put the block on top of the box."
4. When student puts the cube on top of the box within five seconds of teacher's request, reward immediately and repeat steps 1 through 4 until student meets performance criteria.
5. If student does not respond correctly within five seconds of teacher's request, teacher will repeat steps 2 and 3 and provide model by putting the cube on top of the box. Teacher removes cube from on top of box and places in front of student and says, "Now you put the cube on top of the box."
6. When student puts the cube on top of the box within five seconds of teacher's model and request, reward immediately and repeat steps 5 and 6 until student responds correctly four out of five consecutive trials.
7. Continue steps 5 and 6 but with teacher initiating model by picking up cube and holding cube 2 to 3 inches above top of box. Continue until student responds correctly within five seconds of teacher's model and request four out of five consecutive trials.

E = Expressive
R = Receptive

8. Continue steps 5 and 6 but with teacher initiating model by pointing to the top of the box with only index finger extended and tapping top of box. Continue until student responds correctly within five seconds of teacher's model and request four out of five consecutive trials.

9. Repeat steps 2 through 4.

10. If student does not respond when model is given, refer student back to Program 3.32 - Follows simple directions.

11. Repeat steps 2 through 9 for each remaining preposition, using same procedure of modeling correct responses and then systematically fading modeling until student meets performance criteria for each preposition.

12. As student learns each new preposition, continue to train on prepositions already learned by presenting 10 trials in random order varying request of preposition used until student responds correctly within five seconds of teacher's request 8 out of 10 consecutive trials.

Describes appropriate action
3.69E

PERFORMANCE OBJECTIVE:

When teacher models an action and asks student an appropriate question to describe the action (i.e., "What do you do when you are hungry?", ?What do you do when you are sleepy?", "What do you do when you are cold?", etc., student will respond with appropriate answer on four out of five trials across three consecutive sessions.

MATERIALS:

Cookies or child-specific reward

SUGGESTIONS FOR INSTRUCTION:

1. Have student sit in chair facing teacher.
2. Teacher models and asks, "(Name), what do you do when you are hungry? Eat. Now you say it."
3. When student responds correctly, reward student immediately by giving student a cookie. Repeat the trials until student meets performance criteria.
4. If student does not respond correctly, teacher repeats step 2 until an approximation of the word "eat" is made. Reward each approximation by giving student a cookie and gradually make the receiving of the reward contingent upon closer approximations of the word "eat" until correct response is made. Continue the trials until student meets the performance criteria.
5. Repeat steps 2 through 4 for questions referring to sleep and cold.
6. Test all previously taught actions after each action is learned. Reteach any which student cannot repeat five consecutive times before teaching another action.

E = Expressive
R = Receptive

Points to Circle and to Square 3.70R

PERFORMANCE OBJECTIVE:

Given a 5" circle and a 5" square of the same color and requested to point to each shape individually, student will point to either the circle or square within five seconds of request on four of five consecutive trials for each shape over three sessions.

MATERIALS:

Five inch paper square and circle of the same color.

SUGGESTIONS FOR INSTRUCTION:

1. Teacher places a 5" circle and a 5" square on table in front of seated student and says, "(Student's name), point to the circle".
2. When student points to the circle within 5 seconds of teacher's request, reward immediately and repeat step 1 until student meets performance criteria.
3. If student does not point to the circle within 5 seconds of teacher's request, teacher repeats step 1 and provides a model by pointing to the circle and says, "(Student's name,) this is the circle, now you point to the circle".
4. When student points to the circle within 5 seconds of teacher's model and request, reward immediately and repeat step 3 until student responds correctly 4 out of 5 consecutive trials.
5. Continue step 3 with teacher starting to initiate model. Teacher extends index finger out and gestures towards circle approximately 5" above circle. Continue until student responds within 5 seconds of teacher's request 4 out of 5 consecutive trials.
6. Continue step 3 with teacher starting to initiate model. Teacher extends index finger out in front of body and gestures in direction of location of circle (do not move arm out towards circle). Continue until student responds within 5 seconds of teacher's request 4 out of 5 consecutive trials.

7. Repeat step 1.
8. If student does not respond when model is given, refer student back to Program 3.18, Imitates Gestures.
9. Use same procedure for training on square. As student learns square, continue to train on circle. Continue until criteria are met.

E = Expressive
R = Receptive

Points to Pictures Depicting Adjective Qualities 3.71R

PERFORMANCE OBJECTIVE:

Given four pictures depicting objects in various states (i.e., wet, cold, hot, heavy) and asked to point to each one according to type ("Point to the picture that shows something that is hot, cold, etc."), student will respond correctly within five seconds of request two times out of ten random trials for each picture across three consecutive sessions.

MATERIALS:

Four pictures clearly depicting adjectives, such as: hot/soup, cold/ice, wet/boots in puddle/,heavy/brick.

SUGGESTIONS FOR INSTRUCTION:

1. With student seated at table, teacher places a picture of something hot in front of him and says, "(Student's name), point to the picture that is hot".
2. When student points to the picture of something hot within 5 seconds of request, reward immediately and repeat step 1 until student responds correctly 3 out of 3 consecutive trials trials.
3. Repeat steps 1 and 2 for each remaining picture depicting a different adjective.
4. Teacher places 2 pictures, one of something hot (soup), one of something cold, on the table in front of student Teacher says, "(Student's name), point to the picture that that shows something hot". When student points to the picture of the soup within 5 seconds of teacher's request, reward immediately and repeat until student responds correctly 4 out of 5 consecutive trials.
5. If student begins to point to the wrong picture, teacher intervenes by grabbing hold of student's hand and moving it to the correct picture of the hot soup, saying, "No, this is the picture of something hot."

6. Repeat step 4 with teacher providing model by pointing to picture of hot soup and saying, "(Student's name), this is the picture that shows something hot. Now you point to the picture that shows something hot."

7. When student points to the soup within 5 seconds of teacher's model, reward immediately and repeat step 4 until student responds correctly 4 out of 5 consecutive trials.

8. Continue step 4 with teacher initiating model by extending only index finger and gesturing towards picture of soup approximately 5 inches above picture. Continue until student responds correctly 4 out of 5 consecutive trials.

9. Continue step 4 with teacher initiating model by extending only index finger and gesturing in direction of picture of soup. (Do not move arm out towards picture.) Continue until student responds correctly 4 out of 5 consecutive trials.

10. Teacher repeats steps 1 through 9 saying, "(Student's name), point to the picture that shows something cold".

11. Teacher repeats step 4, varying request of adjective cold/hot in random order until student responds correctly 4 out of 5 consecutive trials.

12. Teacher repeats steps 10 and 11, introducing each remaining picture depicting an adjective one at a time until all 4 pictures are placed in a row on the table and student responds correctly with each adjective two times in a random drill of 10 consecutive trials. As student learns each new picture, continue to train on adjective already learned.

E = Expressive
R = Receptive

Counts and Points to Corresponding Objects 3.72E

PERFORMANCE OBJECTIVE:

When presented with three sets of familiar objects and asked to count the number of each of the objects, student will respond correctly within one minute of request on four out of five trials across four consecutive days.

MATERIALS:

Three identical objects

SUGGESTIONS FOR INSTRUCTION:

1. Teacher arranges objects in a linear fashion in front of student and proceeds through steps 2-5. No more than 5 minutes are spent on these steps. After 5 minutes, teacher skips to step 6.

2. Teacher models counting one object. (Teacher points to the object on student's left and says, "One".)

3. Teacher says, "Now you count", and student imitates. If student does not point to the object on a given trial, teacher prompts student on the next trial by using light pressure on student's arm. Teacher rewards all unprompted imitations, and repeats this step until student makes 2 consecutive unprompted imitations.

4. Teacher repeats steps 2 and 3, modeling counting two objects, and repeats this step until student makes 2 consecutive unprompted imitations.

5. Teacher repeats steps 2 and 3, modeling counting all three objects. Teacher repeats this step until student makes 2 consecutive unprompted imitations.

6. Post-test: Teacher says, "Count the objects", and student responds. Teach lesson until student meets above criteria.

E = Expressive
R = Receptive

Imitates Whispering 3.73E

PERFORMANCE OBJECTIVE:

When teacher models whispering student's name and instructs student to imitate, student will respond correctly within three seconds on four out of five trials across three consecutive sessions.

MATERIALS:

None

SUGGESTIONS FOR INSTRUCTION:

1. Have student sit in a chair one foot away from teacher.
2. Teacher says, "(Student's name), listen to me". Teacher models, "Can you whisper like me?" and says, "Now you do it".
3. When student imitates whisper correctly, reward immediately with verbal praise. Continue steps 2 and 3 until student meets the performance criteria.
4. If student fails to whisper, teacher whispers 6 inches away from student's ear; repeats step 2. Teacher holds his ear forward one foot away from student's mouth to hear the student's response. If student moves his lips up and down or around without sound, reward immediately with verbal praise.
5. Reward for each trial with verbal praise and rubbing student's back.
6. Repeat steps 2, 4, and 5 by instructing student to say it a little bit louder but still in whisper condition. Repeat the instruction every 10 seconds until student imitates independently.
7. Continue steps 2 to 6 until student meets the performance criteria.

E = Expressive
R = Receptive

Places Objects In Line According To Size 3.74R

PERFORMANCE OBJECTIVE:

Given three transparent jars or glasses filled to different capacities with water (beans, sand, etc.), and told to put the jars in order from the one containing the least amount to the one containing the most, student will respond correctly within 30 seconds of request on four of five trials across three consecutive days.

MATERIALS:

Three jars or glasses filled with water, sand, beans, etc., to approximately 1/4, 1/2, and 3/4 full.

SUGGESTIONS FOR INSTRUCTION:

1. Teacher places the jars 1 to 1½ feet away from student in a non-linear pattern. The relative position of the jars is varied on each trial.
2. Teacher says, "Put these jars in order from the least to the most".
3. Teacher points to the least full jar and says, "Least". Then teacher points to a place 6" in front of student and says, "Here". Teacher repeats until student complies and then rewards student.
4. Teacher points to the medium full jar and says, "Medium". Then teacher points to a place directly to the right of the least full jar and says, "Here". Teacher repeats until studend complies and then rewards student.
5. Teacher repeats step 4 for "most" full jar, prompting it to be placed directly to the right of the medium full jar. Teacher continues to present steps 1 to 5 until student requires only one prompt for each jar for three consecutive trials.
6. Teacher repeats steps 1 and 2 and then points to correct location for the least full jar and says "least". If student places that jar correctly wilthin ten seconds, teacher rewards student. Otherwise, teacher repeats step 3 but does not reward student. Teacher proceeds similarly to prompt correct placement of

"medium" and "most" jars, correcting errors or delays with steps 4 and 5. Teacher continues to present trials in this fashion until student responds without correction on four consecutive trials.

7. Teacher repeats step 6, rewarding only when all three jars are correctly placed until student responds correctly on four consecutive trials.

8. Teacher repeats step 7 but does not point when saying "least", "medium", and "most", until student responds correctly on four consecutive trials.

9. Teacher repeats step 8, whispering the prompts.

10. Teacher repeats step 8, moving lips to prompt but not vocalizing.

11. Teacher repeats step 8, giving no prompt until student meets performance criteria.

E = Expressive
R = Receptive

Places Colored Objects in Order by Color 3.75R

PERFORMANCE OBJECTIVE:

When given sets of three pieces of paper of the same color but of different shades and requested to, "Place these in order from darkest to lightest", student will place paper in correct order within 30 seconds on four of five trials for each set of paper across three consecutive sessions.

MATERIALS:

Two sets of papers, each set containing three shades of one color.

SUGGESTIONS FOR INSTRUCTION:

Use program 3.74, substituting papers for jars and the words "darkest", "lighter", and "lightest" for the words "least, medium", and "most".

1. Teach program using one set of papers.
2. Maintain performance at criteria for this set of papers by repeating step 11 (from program 3.74) each day.
3. Teach program for the second set of papers.

E = Expressive
R = Receptive

Arranges Pictures in Sequence and Talks About Each 3.76R

PERFORMANCE OBJECTIVE:

Given a set of three pictures depicting a sequence of familiar events, and requested to put pictures in order and tell a story about each picture, student will arrange pictures accordingly and say at least one word about each picture. Student will respond within 1 minute of request on four of five trials across three consecutive sessions.

MATERIALS:

Set of 3 pictures that clearly depict a sequence familiar to student (i.e., a birthday party), and a mat with 3 frames in which pictures can be placed.

SUGGESTIONS FOR INSTRUCTION:

1. Have student seated at table facing teacher. Teacher places a mat with 3 frames and 3 pictures of a birthday party in random order on table before student.
2. Teacher says, "(Name), can you put these pictures in order and tell me about the story?"
3. When student responds within 1 minute of teacher's request and places pictures in order from left to right (i.e., a. children gather for party; b.child blows out candles on cake; c. children leaving party), and says at least one word for each picture (i.e."Party"), student is rewarded immediately. Teacher repeats steps 1-3 until student meets criteria.
4. If student does not respond within 1 minute of request, teacher provides model and places pictures in proper sequence and points to each picture, beginning with the first, and says, "Birthday party. What is this?" "Blows out candles. What is this?" "Saying good bye. What is this?"
5. When student responds to each model given by teacher, teacher rewards immediately and repeats step 4 until student responds correctly on 4 of 5 consecutive trials.

E = Expressive
R = Receptive

3.76 Continued

6. Teacher repeats steps 1 and 2, but points to each picture and says, "What is this?" each time student places picture in correct position on mat. Student is rewarded immediately for each correct response, and step 6 is repeated until student responds correctly on 4 of 5 consecutive trials. If incorrect response is given, steps 4 and 5 are repeated.

7. Step 6 is repeated, but teacher merely gestures toward pictures, extending index finger outward and approximately 5 inches above one picture at a time. Teacher says, "What is this?" each time student places picture in correct position on mat. When student responds correctly, repeat step until student responds correctlyfor 4 of 5 consecutive trials.

8. Repeat step6, but teacher gestures toward pictures extending index finger in front of teacher's body and not moving finger toward pictures. When student responds correctly, teacher repeats step until student responds correctly for 4 of 5 consecutive trials.

9. Teacher repeats steps 1 through 3.

Says a Sentence Having Four to Six Words 3.77E

PERFORMANCE OBJECTIVE:

When given a verbal model and asked to imitate, student will say a four to six word sentence, within five seconds of request, on four out of five trials across three consecutive sessions.

MATERIALS:

Age-appropriate reward

SUGGESTIONS FOR INSTRUCTION

1. Teacher shows student the reward and instructs, "Say, 'I want the cookie'". If student does not say the four word sentence, teacher instructs student to say, "I". Teacher repeats the instruction every five seconds until student says "I" and immediately rewards the correct response. Proceed to step 2.
2. Teacher instructs student to say, "I want". Teacher repeats the instruction every five seconds until student says, "I want" and immediately rewards the correct response. Proceed to step 3.
3. Teacher instructs student to say, "I want the". Teacher repeats the instruction every five seconds until student says, "I want the" and immediately rewards the correct response. Proceed to step 4.
4. Teacher instructs student to say "I want the cookie". Teacher repeats the instruction every five seconds until student says, "I want the cookie" and immediately rewards the correct response Proceed to step 5.
5. Repeat step 4 until the performance criteria are met.

E = Expressive
R = Receptive

Names Street of Residence 3.78E

PERFORMANCE OBJECTIVE:

When asked, "Where do you live?", student will name the street on which he lives within 15 seconds, on four out of five trials across four consecutive sessions.

MATERIALS:

None

SUGGESTIONS FOR INSTRUCTION:

1. Teacher says, "Where do you live? Say, 'Street'". Teacher rewards student for correct imitation, repeating this step until student imitates correctly on five consecutive trials.

2. Teacher repeats step 1, saying, "Where do you live? Say, ' -ma Street'".

3. Teacher repeats step 1, saying, "Where do you live? Say, ' -noma Street'".

4. Teacher repeats step 1, saying, "Where do you live? Say, 'Sonoma Street'".

5. Teacher continues adding syllables in this manner, teaching for ten minutes or until full street name has been imitated on five consecutive trials.

6. Teacher says, "Where do you live?". If student says full street name, teacher rewards student. Repeat this step five times.

7. Steps 1 through 5 are presented in daily sessions until student meets the performance criteria on step 5.

8. Use this procedure to teach student's full address starting with the last syllable of city name and working backward.

E = Expressive
R = Receptive

Recites Rhyme or Song 3.79R

PERFORMANCE OBJECTIVE:

When teacher models the movements and says the words of a rhyme or song and instructs student to repeat, student will imitate movements and recite words correctly on four out of five trials across three consecutive sessions.

MATERIALS:

None

SUGGESTIONS FOR INSTRUCTION:

1. Teacher sits in a chair facing student and says, "(Name), look at me."

2. Teacher rewards student with verbal praise if student looks at teacher, and gives verbal signal: "Ready," and models actions while reciting words of nursery rhyme, e.g., "Where is Thumpkin" which requires hands behind back.

3. Teacher repeats step 2 and instructs student to do it also. Teacher rewards student with verbal praise for correct response and continues trials until student meets performance criteria.

4. Teacher adds second phrase of rhyme, "Here I am", bringing out one thumb at a time and instructs student to participate. Teacher rewards student for voice and hand movements with verbal praise. Step 4 is repeated until student meets performance criteria.

5. Teacher adds next phrase, "How are you this morning?" and bends one thumb. Teacher rewards student for each correct trial with verbal praise.

6. Teacher adds, "Very well, I thank you," as next phrase of rhyme and bends other thumb. Teacher rewards student for each correct trial with verbal praise.

7. Teacher adds next phrase, "Run and play", and rewards student for correct response.

8. Teacher repeats steps 2-7 until student independently rhymes song and continues trials, meeting performance criteria. If student fails to give correct response, refer to Program 3.16R, steps 2-5.

Names Three Colors 3.80E

PERFORMANCE OBJECTIVE:

When presented with a yellow, blue, or a red object and asked, "What color is this?", student will respond correctly on first presentation of each color for three sets of objects across three consecutive days.

MATERIALS:

Three different sets of objects, each containing identically shaped yellow, blue, and red objects.

SUGGESTIONS FOR INSTRUCTION:

1. Teacher places one set of objects in front of student.
2. Teacher points to the yellow object and says, "What color is this?" If student names color correctly within five seconds, teacher rewards student. If not, teacher says, "Yellow", student imitates, and teacher repeats this step for that same color.
3. Teacher repeats step 2 for blue and then red.
4. Teacher repeats steps 1, 2, and 3 **with** the other two sets of objects, presenting the colors in a different order each time. Teacher continues to teach this program until student meets performance criteria.

E = Expressive
R = Receptive

Points to Picutre of a Pretty and an Ugly House 3.81R

PERFORMANCE OBJECTIVE:

Given two pictures, one of a pretty house and one of an ugly house, and asked to point to each one separately, student will respond correctly within five seconds of each request on four of five consecutive trials for each picture across three consecutive sessions.

MATERIALS:

Two picture, one of a pretty house, the other of an ugly house.

SUGGESTIONS FOR INSTRUCTION:

1. Seat student at a table facing the teacher.
2. Teacher places 2 pictures on the table in front of student.
3. Teacher says, "(Student's name), point to the picture of the pretty house".
4. When student points to the picture of the pretty house within 5 seconds of teacher's request, reward immediately and repeat steps 1 through 4 until student meets performance criteria.
5. If student does not point to the picture within 5 seconds of teacher's tequest, teacher repeats steps 1 through 3 and provides a model by pointing to the picture of the pretty house and says, "(Student's name), this is the picture of the pretty house. Now you point to the picture of the pretty house."
6. When student points to the picture of the pretty house within 5 seconds of teacher's request following teacher's model, reward immediately and repeat steps 5 and 6 until student responds correctly 4 out of 5 consecutive trials.
7. Continue steps 5 and 6 with teacher starting to initiate model by extending only index finger and gesturing towards

picture of the pretty house approximately 5 inches above the picture. Continue until student responds within 5 seconds of teacher's request four out of five consecutive trials.

8. Continue steps 5 and 6 with teacher initiating model by extending index finger and gesturing in direction of location of picture. (Do not move index finger out towards picture.) Continue until student responds correctly within 5 seconds of teacher's request four out of five consecutive trials.

9. Now repeat steps 1 through 4.

10. Use the same procedure for picture of ugly house. As student learns other pictures, continue to train on picture already learned.

E = Expressive
R = Receptive

Counts and Points to 10 Objects 3.82E

PERFORMANCE OBJECTIVE:

When presented with 10 identical objects and asked to count them, student will demonstrate an ability to count to ten by counting each object within five minutes of request, 100% correct on four consecutive days.

MATERIALS:

10 identical objects (blocks, wooden toys, teddy bear counters)

SUGGESTIONS FOR INSTRUCTION:

1. Teacher arranges three objects in a row in front of the student and models, pointing to and counting three objects: "One, two, three."
2. Teacher says, "Now you count." If student does not count, repeat modeling. If student does not point while counting, prompt him with light pressure on arm. Reward all unprompted imitations. After two consecutive unprompted imitations, move to step 3.
3. Teacher repeats modeling and imitationprocess, counting all ten objects, in each case rewarding all unprompted imitations and moving to the next quantity of objects after two consecutive unprompted imitations. After two consecutive unprompted imitations, move to step 4.
4. Teacher presents ten objects daily and asks student to count them. Continue until student meets performance criteria.

Carries Out a Request Containing Three Unrelated Parts 3.83R

PERFORMANCE OBJECTIVE:

After teacher has named three motor tasks in a three-part sequence and requested that the student perform them, the student will respond within ten seconds and perform all three parts without prompt on four out of five trials across four sessions.

MATERIALS:

Any required to perform gross motor tasks chosen

SUGGESTIONS FOR INSTRUCTION:

1. Select nine or more gross motor tasks. Request that the student perform each task individually, making sure that he initiates each within ten seconds and performs each correctly. Praise student for each prompt, correct performance.

2. Hold student's upper arms, using gentle pressure. Say, "I'm going to tell you to do some things now. Begin when I say 'Ready, go'." State a three-part request, then say, "Ready, go." Release the student's arms.

3. If the student initiates the first task within ten seconds, praise. If not, repeat the command relating to the first task of the three-part series and praise him when he initiates it within ten seconds. Repeat the command relating to the second task and praise the student when he initiates it within ten seconds.

4. Repeat the command relating to the third task and praise the student when he repeats it within ten seconds. Repeat step 3 for another series of three different tasks. Continue this process until the student initiates all the first tasks on four consecutive trials within ten seconds.

5. Repeat step 2 and wait for the student to initiate the second task. If the student does so within ten seconds, praise

him. If not, repeat the command for the second task and reward student when he initiates within ten seconds. Repeat the command for the third task and reward student when he initiates it within ten seconds. Vary the tasks until the student completes the first two tasks within ten seconds, without prompting on four consecutive trials.

6. Repeat step 2 and wait for the student to initiate the third task. If the student does so within ten seconds, praise him. If not, repeat the command for the third task and praise when student initiates it within ten seconds. Continue with varying tasks until student completes all tasks within ten seconds without prompt on four out of five trials across four sessions.

E = Expressive
R = Receptive

Names Objects That Perform Described Actions 3.84E

PERFORMANCE OBJECTIVE:

When instructed to "Tell me something that flies", "Tell me something that sleeps", "Tell me something that opens", "Tell me something that moves", and "Tell me something that sings", student will name at least one appropriate answer for each question. Student will respond within ten seconds of each request, on four out of five trials across three consecutive sessions.

MATERIALS:

A toy airplane, a small pet, a box, a picture of a chair.

SUGGESTIONS FOR INSTRUCTION:

1. Teacher shows the student one of the above objects or picture and demonstrates the verb (e.g., waves the airplane in the air) while naming the object's action (e.g., airplanes fly).

2. Teacher gives student the object and instructs student to imitate.

3. While student is imitating teacher's demonstration, teacher asks student to "Tell me something that ...". If the correct response is given, reward student immediately. If the response is incorrect, tell student the correct response and ask that it be repeated. If necessary, hold the object behind your back, ask question, and prompt the appropriate response by bringing the object out and pointing to it. When the correct response is made three out of three consecutive trials, teach the next response using the same procedure.

4. After each correct response is learned, test all previously taught ones. Reteach any to which student cannot respond correctly before teaching another response. Continue program until criterion is reached.

E = Expressive
R = Receptive

Points to Same and Different 3.85R

PERFORMANCE OBJECTIVE:

When randomly asked to point to the pictures that are the same/different, the student will correctly point to the two pictures (out of four) which are the same or different within 10 seconds of each request on 80% of trials across three days.

MATERIALS:

At least 4 sets of 2 pictures that are the same (preferably ten sets).

SUGGESTIONS FOR INSTRUCTION:

1. Place 3 pictures on the table, (two the same, 1 different). Ask the student to point to the ones that are the same. Reward correct responses; model correct procedure then repeat the question if the student was incorrect. If necessary, start out with real objects and progress to the pictures. Continue until the student points to the two same pictures 80% of the time.

2. Repeat step 1, using four pictures - two the same and two completely different (i.e., dog, dog, cat and house). Ask the student to point to pictures that are the same. Continue until student performs correctly 80% of the time.

3. Place 4 pictures on the table, two the same and two completely different. Ask the student to point to ones that are different. Reward any correct response; model the correct procedure then repeat the question after any incorrect response. Continue until the student responds correctly 80% of the time.

4. Repeat step 3, but randomly ask the child to point to the same or different pictures until criteria are reached.

E = Expressive
R = Receptive

Places Pictures in Sequence and Talks About Them 3.86E&R

PERFORMANCE OBJECTIVE:

Given a set of pictures showing a familiar sequence and asked, "Can you put these pictures in order and tell me about the story?", student will arrange pictures in sequential order and say at least two words describing the sequence (i.e., "birthday party", "opens presents", etc.).

MATERIALS:

A set of 3 pictures that clearly depict a sequence familiar to child (i.e., birthday party) and a mat with 3 frames to place the pictures in.

SUGGESTIONS FOR INSTRUCTION:

1. Refer to Language Development Program 3.76 (Properly Sequences a 3 Picture Story) and follow same procedure using 4 pictures, i.e., birthday party, blows candles, opens presents, saying good-bye.

E = Expressive
R = Receptive

Gives Analogies of Pictures 3.87E

PERFORMANCE OBJECTIVE:

Given pictures of familiar objects, student will give analogies to objects in response to verbal prompt, "An apple is red but a banana is ....", "Ice is cold, but fire is ...", "An elephant is big but a mouse is ...". Student will respond with yellow, hot, and small within three seconds of each prompt on four of five trials across three consecutive sessions.

MATERIALS:

Pictures from Peabody cards.

SUGGESTIONS FOR INSTRUCTION:

1. Seat student in a chair facing the teacher.
2. Teacher has picture of an apple and a picture of a banana on the table. Teacher says while pointing to pictures, "(Student's name) an apple is red, but a banana is....what?" Teacher says, "Yellow" and then says, "Say yellow".
3. If student responds correctly, reward student immediately by giving student the picture of a banana for ten seconds.
4. Repeat steps 2 and 3 until student meets the performance criteria.
5. If student fails to give the correct answer, repeat step 2 and refer to Program 3.80E.
6. Reward for each correct trial with verbal praise until student independently answers the question correctly.
7. Follow the same steps for "Ice is cold, but fire is.....what; an elephant is big, but a mouse is.....what?"

E = Expressive
R = Receptive

Repeats Days of the Week in Sequence 3.88E

PERFORMANCE OBJECTIVE:

When asked to name the days of the week, the student will correctly name all seven days in sequence (close approximation to the words) within one minute of request 80% of the time for 3 consecutive days.

MATERIALS:

Construction paper with all seven days of the week printed on it in order.

SUGGESTIONS FOR INSTRUCTION:

1. Model how to point to the printed days of the week while saying them all in order. Then have the student practice by saying each day immediately after teacher. Repeat the practice until the student can pronounce each day quickly after teacher.
2. Start at the top of the printed list of days (Monday) and name each one as you point to it. Have the student say each name after you; however, stop at the last day (Sunday) and ask the student to name it without help. Reward correct responses. Model the answer if student is incorrect, and repeat the question. Continue until student names the last day of the week independently 80% of the time.
3. Repeat step 2 six more times, adding one more day to the student's objective at a time in backward order, until the student can name all seven days of the week while you point to the words 80% of the time.
4. Cover up or take away the written list of days. Ask the student to name all seven days without a visual prompt. Reward correct trials; model, then repeat request if student is incorrect. Continue to final criteria of 80% for 3 days.

E = Expressive
R = Receptive

Names Source of Environmental Sound 3.89R

PERFORMANCE OBJECTIVE:

Upon hearing a tape recording of different sounds heard in the environment (i.e., animals, transportation, etc.), and asked to name the thing that made the sound, student will respond within three seconds of sound on four of five trials across three consecutive sessions.

MATERIALS:

Tape recorder, pictures of animals and things that make sounds, bubbles.

SUGGESTIONS FOR INSTRUCTION:

1. Seat student in chair facing teacher.
2. Teacher puts the tape recorder on the table and says, "(Student's name), listen", then plays one sound on the tape and stops. Teacher says, "What made that sound?". Teacher says, "Ambulance", then instructs student, "(Name), you say it".
3. When student says "ambulance", reward immediately by giving bubbles to play with for ten seconds. Repeat the instruction every ten seconds until student gives the correct response. Continue the trials until student meets the performance criteria.
4. If student fails to name the correct answer, repeat step 2. Teacher shows student the picture of ambulance while saying, "Ambulance". Reward each approximated response made by giving student the picture of an ambulance for ten seconds and gradually making student's getting the picture contingent upon closer approximation of the word "ambulance" until correct response is made and student meets the performance criteria.

E = Expressive
R = Receptive

5. If student still fails to give the correct response, refer to Program 3.22E.

6. Follow the same steps from step 2 through 5 for gargling, horse, water running from faucet.

Uses 4 to 8 Word Sentence 3.90E

PERFORMANCE OBJECTIVE:

When asked a question i.e., "Where would you like to go tomorrow?" student will respond with a 4 to 8 word sentence ("I would like to go to the park tomorrow ") within three seconds of prompt on four out of five trials across three consecutive sessions.

MATERIALS:

None

SUGGESTIONS FOR INSTRUCTION:

1. Seat student in a chair facing teacher.
2. Teacher asks, "(Student's name), whom do you want to play with?" Student answers with friend's name. Teacher models and says in a full sentence, "I want to play with my friend, (student's friend's name)" and says, "Now you say it".
2. Reward student immediately with verbal praise for the correct respons. Repeat steps 2 and 3 until student meets the performance criteria.
4. If student does not respond correctly, refer to Program 3.61R, steps 4 and 5. Continue the trials until student meets the performance criteria.
5. Follow the same steps above with the question, "Where would you like to go tomorrow?" Answer: "'d like to go to the park tomorrow".
6. Test each learned sentence and then combine both until the conversation goes smoothly. Continue the trials until student meets the performance criteria.

E = Expressive
R = Receptive

Repeats a Sequence of 4-6 Objects 3.91E

PERFORMANCE OBJECTIVE:

After being shown four familiar objects and naming them, teacher screens them from sight and asks the student, "Tell me the things you saw". Student will respond correctly within 30 seconds of request after only one presentation on four out of five trials across four days.

MATERIALS:

Six or more objects which student can reliably name (e.g., pencil, car, book, ball, block, ring, crayon, doll, and a large towel.

SUGGESTIONS FOR INSTRUCTION:

1. Teacher sits opposite student at a table and places four items in a row in front of student.
2. Teacher says, "Name the things". Teacher points to each object in order from teacher's left to right and student names them.
3. Teacher screens the objects from student's sight with the towel and says, "Name the things". If student names them correctly, teacher rewards student. If not, teacher repeats steps 2 and 3 again but does not reward student.
4. Repeat steps 1, 2, and 3 with a different set of objects. Continue until student meets performance criteria.
5. Repeat procedure for five and then six objects.

E = Expressive
R = Receptive

Names the Substance Things Are Made Out of 3.92E

PERFORMANCE OBJECTIVE:

When randomly asked to name the substance an object is made out of for 3 types of substances, the student will correctly name the substance 80% of the time for 3 consecutive days.

MATERIALS:

Three to four objects made out of wood.
Three to four objects made out of metal.
Three to four objects made out of leather.
Three to four objects made out of glass. (Optional)

SUGGESTIONS FOR INSTRUCTION:

Note: pretest the student and adapt this suggested procedure to teach only the substances the student does not already know.

1. Place all the objects made of wood on the table. Explain to the student that they are all made out of the same substance - wood. Together examine, feel, and discuss all of the qualities of wood. Then randomly place one object at a time on the table, choosing among all the substances. Ask the student if the object is made out of wood or not. Reward correct responses. If incorrect, explain and demonstrate again the difference between wood and the other substances. Continue on this step until the student correctly identifies objects as made out of wood or not wood 80% of the time.

2. Introduce metal objects as in step 1. Then randomly place a wood or metal object on the table one at a time and ask the student what it is made of. Reward if correct. Demonstrate correct answer, then repeat question if student was incorrect. Continue until student is correct 80% of the time.

E = Expressive
R = Receptive

3. Introduce leather objects as in step 1. Then randomly place a wood, metal or leather object on the table one at a time, and ask the student what it is made of. Reward if correct. Demonstrate correct answer, then repeat question if student is incorrect. Continue until student is correct 80% of the time for 3 consecutive days.
4. Repeat process with glass or plastic objects if desired.

Orders Objects by Size 3.93R

PERFORMANCE OBJECTIVE:

Given three objects of different sizes and asked, "Can you put these in order from biggest to smallest?", student will place the objects in order within five seconds on four of five trials across three consecutive sessions.

MATERIALS:

Two sets of 3 identical objects, each of a different size (e.g., blocks, cups, papers).

SUGGESTIONS FOR INSTRUCTION:

1. Teacher sits in a chair facing student.
2. Teacher models putting blocks in order according to size on table in front of student.
3. Teacher says, "(Name), this is the biggest, this is medium, this is smallest," while pointing to each block. Teacher asks, "Can you put these blocks in order from biggest to smallest?"
4. Teacher rewards student immediately for correct response by giving student the blocks for ten seconds. Repeats steps 2 to 4 until student meets performance criteria.
5. If student does not respond correctly, teacher models step 2 by putting the largest block in front of student and saying, "biggest", then saying, "(Name), you do it and say 'biggest'."
6. Teacher rewards student with verbal praise for each correct response, repeating trials until student meets criteria.
7. Teacher repeats steps 5 and 6, adding another block, ordering from left to right, and saying, "(Name), this is biggest, this is medium," Teacher then says, "You do it and say it." Teacher continues trials until student meets criteria.
8. Teacher repeats steps 5-7, adding another block, saying, "This is biggest, this is medium, this is smallest. You do it and say it." Teacher continues trials until student meets criteria.
9. Teacher repeats steps 3-8 until student independently places blocks in order and meets performance criteria.

E = Expressive
R = Receptive

Names Four Coins 3.94E

PERFORMANCE CRITERIA:

Given a penny, a nickel, a dime and a quarter in a row, when teacher points to each one, one at a time, student will respond correctly with the name of the coin indicated. Student will respond within five seconds of request twice for each coin out of 10 consecutive trials of random ordering of coins across three consecutive sessions.

MATERIALS:

Penny, nickel, dime, and a quarter.

SUGGESTIONS FOR INSTRUCTION:

1. Seat student at a table facing teacher.

2. Teacher places a penny on table in front of student, points to the penny and says, "(Student's name), what is this?"

3. If student says "penny" within 5 seconds of teacher's request, reward immediately and repeat steps 2 and 3 until student responds correctly 4 out of 5 consecutive trials.

4. If student does not say "penny" within 5 seconds of teacher's request, teacher points to the penny and says, "This is a penny. What is this?"

5. When student says "penny" within 5 seconds of teacher's model and request, reward immediately and repeat steps 4 and 5 until student responds correctly 4 out of 5 consecutive trials.

6. Repeat step 2 and 3.

7. Teacher places penny and nickel on table in front of student, points to the penny and says, "(Student's name), what is this?" When student says penny within 5 seconds of teacher's request, reward immediately and continue until student responds correctly 4 out of 5 consecutive trials. If student does not say penny, follow procedure in steps 4 through 7, using both penny and nickel on table.

E = Expressive
R = Receptive

Recites Numbers to 30 3.95E

PERFORMANCE OBJECTIVE:

When asked to "Count as high as you can", student will recite numbers up to 30 within one minute of request, three out of three trials across four consecutive days.

MATERIALS:

None

SUGGESTIONS FOR INSTRUCTION:

Teacher conducts a ten to fifteen minute lesson using the procedure. At the end of the lesson teacher says, "Count as high as you can" and student does so. Teacher rewards student for counting higher than any previous high or for counting to 30. Teacher gives three such trials. The program is carried on until student meets the performance criteria on this posttest. Begin each new session one step back from highest step reached in the previous session.

1. Teacher models counting to 10 and student imitates. Teacher rewards correct imitations and repeats step until student imitates correctly on 3 consecutive trials.
2. Teacher repeats step 1, modeling counting to 11.
3. Teacher repeats step 1, modeling, "11, 12, 13, 14".
4. Teacher repeats step 1, modeling "13, 14, 15, 16."
5. More numbers are added to model until student imitates counting from 11 to 20 correctly on 3 consecutive trials.
6. Teacher says, "Count as high as you can. One" After each number sequenced correctly, teacher says, "yes" in a low voice. If student makes an error, teacher models the correct number in a low voice and continues to model successive numbers to 20 with student imitating after each model.

E = Expressive
R = Receptive

Continued - 3.95E

Teacher rewards student for counting to 20 without prompt and repeats step until student counts correctly to 20 on 3 consecutive trials.

7. Teacher repeats step 1, modeling, "20, 21, 22."
8. Teacher repeats step 1, modeling,"20, 21, 22, 23."
9. More numbers are added to model until student imitates counting from 20 to 30 correctly on 3 consecutive trials.
10. Teacher repeats step 6 for counting to 30.

Sorts Objects by Shape and Color 3.96R

PERFORMANCE OBJECTIVE:

When presented with 12 objects of varying colors in three shapes, and requested to sort them by shape and then to sort them by color, student will initiate response within 10 seconds of request. Student will sort ten objects out of twelve for each categorization across three days.

MATERIALS:

Twelve objects: an identically shaped circle, square, and triangle for each of the colors red, yellow, and blue.

SUGGESTIONS FOR INSTRUCTION:

1. Teacher trains student to identify primary colors using Program 3.80 and to identify shapes using Program 3.70.

2. Teacher places containers and objects in front of student, points to them one at a time and says, "Put the circles here, the squares here, and the triangles here".

3. Teacher then points to the container for circles and says, "Put a circle here". If student does so within five seconds, teacher praises student. If not, teacher guides student's hand with gentle pressure on the forearm, saying, "Pick up circle, put it here".

4. Teacher repeats step 3 for the rest of the circles then the squares and triangles. Teacher repeats steps 2 to 4 as many times per day as time permits until student sorts all the shapes without physical guidance at least once a day for two days.

5. Teacher repeats step 2. If student places a circle in the correct container within ten seconds, teacher says "yes" If not, teacher points to the correct container, and says, "circle here". When student puts circle in the correct container, teacher says "yes", and removes the circle and begins this step again.

E = Expressive
R = Receptive

6. Teacher says, "yes" after each successive correct response and otherwise says "here", removes any incorrectly sorted object, and says, "go on". Teacher repeats steps 5 and 6 until student sorts all twelve objects correctly at least once a day for two days.

7. Teacher repeats steps 5 and 6, saying "yes" after every other correct response until all twelve objects have been sorted.

8. Teacher removes the objects from the containers, places the objects and containers in front of the student and says, "Now put the red ones here, the blue ones here, and the yellow ones here", pointing to the corresponding containers.

9. Teacher repeats procedure detailed in steps 5 and 6. Teacher repeats steps 7, 8, and 9 until student meets performance criteria.

Uses Numbers to Ten 3.97R

PERFORMANCE OBJECTIVE:

When given 12 objects, then randomly asked to give teacher one to ten of the objects, the student will correctly give teacher the desired number of objects 80% of the time for three consecutive days.

MATERIALS:

Various sets of 12 objects, 2 containers

SUGGESTIONS FOR INSTRUCTION:

1. Place all 12 objects in one container. Ask the student to put one object in another container. If correct response, reward. If not, model the procedure then repeat the request until the student is successful 80% of the time.

2. Repeat step 1 with each number up to 10 in sequential forward fashion. It is suggested that materials be changed frequently. Final criterion is the ability to place 10 objects in other container on request 80% of the time.

3. Give student a container with 12 objects in it. Randomly ask the student to place 1 to 10 objects in another container. Reward if correct response. If incorrrct, model the procedure and immediately repeat the request. Continue until student is successful on all numbers 1 to 10 80% of the time for 3 consecutive days.

E = Expressive
R = Receptive

Repeats Four Digits 3.98E

PERFORMANCE OBJECTIVE:

When asked to repeat random presentations of 4 digits, the student will repeat the sequence in order within 10 seconds of each request 80% of the time for 3 consecutive days.

MATERIALS:

Paper and pencil

SUGGESTIONS FOR INSTRUCTION:

1. Ask the student to listen carefully while you say 2 numbers in a row (e.g., 7-4). Then ask the student to say what you just said. Reward correct responses. If incorrect, try one of the two following procedures:
    a) clap or perform some other motor gesture, as you say the two numbers. Have the student imitate.
    b) write each number down as you say it. Then have the student point to each number and say it immediately after.

   Fade out the correction procedures as soon as possible. Continue until the student meets 80% success on many random presentations of 2 digits.

2. Repeat step 1 with 3 digits (e.g., 7,8,6).

3. Repeat step 1 with 4 digits (e.g., 3,8,9,5). Continue until student meets final criteria of 80% for 3 consecutive days on many random presentations of 4 digits.

E = Expressive
R = Receptive

Names Six Colors 3.99E

PERFORMANCE OBJECTIVE:

When presented with six identically shaped objects, colored yellow, blue, red, green, orange and purple, and asked to identify each color separately, student will respond within five seconds of each request on three out of three trials across three days.

MATERIALS:

An identically shaped object for each of the colors, red, yellow, blue, green, orange, and purple.

SUGGESTIONS FOR INSTRUCTION:

1. Teacher places all 6 objects in front of student.
2. For each of the colors, red, yellow, blue and orange, teacher points to an object and says, "What color is this?" If student names color correctly within 5 seconds, reward and repeat with an object of another color until student has been asked to name all 4 colors. Otherwise, teacher names color and repeats question until student responds correctly.
3. Repeat step 2 twice more. Present the objects in a different color order on each trial. Continue with steps 2 and 3 until student responds correctly on all 4 colors, 3 out of 3 trials. (Note the colors yellow, blue, and red are taught in Program 3.80.)
4. Repeat steps 2 and 3 for all colors but green.
5. Repeat steps 2 and 3 for all 6 colors.
6. For generalization, use different sets of objects.

E = Expressive
R = Receptive

Recognizes Right and Left 3.100E

PERFORMANCE OBJECTIVE:

When touched on the right or the left hand and asked, "Which hand is this?", student will respond correctly within five seconds on four out of five consecutive trials of random ordering (right/left) across three sessions.

MATERIALS:

Toy or object that is reinforcing to student.

SUGGESTIONS FOR INSTRUCTION:

1. Seat student at table facing teacher.
2. Teacher puts toy or object in student's right hand and says, "(Student's name), you are holding the toy with your right hand." Teacher says, "(Student's name), hold up your right hand."
3. If student holds up right hand within 5 seconds of teacher's request, reward immediately and repeat steps 2 and 3 until student responds correctly 4 out of 5 consecutive trials.
4. If student does not hold up his right hand within 5 seconds of teacher's request, teacher repeats step 2 and grasps student's right elbow, moving student's right hand upward. Reward immediately and repeat step 4 as needed. Proceed to step 5.
5. Teacher repeats step 2 but touches the bottom of student's elbow. When student completes raising right hand after tap on right elbow, reward immediately. Repeat step as needed and proceed to step 6.
6. Teacher repeats step 2 with teacher pointing to student's right hand. When student moves right hand after teacher's gesture, reward immediately. Repeat step as needed and proceed to step 7.

E = Expressive
R = Receptive

Continued - 3.100E

7. Teacher now eliminates toy and says, "(Student's name), hold up your right hand." If student holds up right hand, reward immediately and repeat until student responds within 5 seconds of teacher's request 4 out of 5 consecutive trials.

8. If student does not hold up right hand, teacher repeats step 7 and taps student's right shoulder. When student holds up right hand, reward immediately.

9. Teacher says, "(Student's name), hold up your right hand." When student holds up right hand, reward immediately. If student does not raise right hand, go back to step 8.

10. When student raises right hand, teacher says, "Which hand is this?" When student says "right", reward immediately and repeat steps 9 and 10 until student responds correctly 4 out of 5 consecutive trials.

11. If student does not say "right" within 5 seconds of teacher's request, teacher says, "(Student's name), this is your right hand. Which hand is this?" When student says "right", reward immediately and repeat step 10.

12. Repeat procedure to train left following the same sequence. As student learns left, continue to train on right.

States Number of Fingers on One and on Both Hands 3.101E

PERFORMANCE OBEJCTIVE:

When asked, "Show me one hand. How many fingers on one hand?", and "Now show me both hands. How many fingers on two hands?", student will respond correctly within 10 seconds of each request, four of five trials across four consecutive days.

MATERIALS:

None

SUGGESTIONS FOR INSTRUCTION:

1. Student should be able to imitate immediately when teacher says, "Say, 'five'" and "Say, 'ten'". If not, these imitations must be taught using Program 3.22 and teacher's hands as prompts.

2. Teacher says, "Show me one hand." When student makes gesture, teacher says, "How many fingers on one hand? Five." If student says "five" within ten seconds without counting fingers, teacher rewards student. If not, teacher says, "Say five", and student imitates. Teacher repeats this step until student responds correctly three consecutive times.

3. Teacher says, "Show me two hands." When student makes gesture, teacher says, "How many fingers on two hands? Ten." If student says, "ten" teacher rewards student. If not, teacher says, "Say ten", and student imitates. This step is repeated until student responds correctly to both questions on three consecutive trials.

4. Teacher repeats step 3, saying "five" and "ten" in a low voice until student responds correctly to both questions on three consecutive trials.

5. Teacher repeats step 3, whispering "five" and "ten".

6. Teacher repeats step 3, moving lips to say "five" and "ten" but not vocalizing.

7. Teacher repeats step 3 without saying "five" or "ten" until student meets the performance criteria.

E = Expressive
R = Receptive

Names Opposites 3.102R

PERFORMANCE OBJECTIVE:

When asked, "What is the opposite of (hot, young, tall, big, high, day, in, thin?)", student will name opposite (i.e., cold, old, short, small, etc.) within three seconds of each question on four of five trials over three consecutive sessions.

MATERIALS:

Peabody Pictures of ice cream, an old person, a short person, an insect, a low step, night, an object out of a container, a fat person).

SUGGESTIONS FOR INSTRUCTION:

1. Teacher says, "(Name), what is the opposite of hot?" Teacher shows the picture of ice cream and says "Cold" and then says, "Say 'cold.'"
2. When student responds correctly, teacher rewards student by giving student the picture for 10 seconds. Teacher continues the trials until student meets performance criteria.
3. If student does not respond correctly, teacher repeats step 2 and whispers "cold", and instructs student to repeat word loudly. Teacher rewards immediately for correct response.
4. Teacher repeats steps 2 and 4 until student independently gives correct answer and meets performance criteria.
5. Follow the same steps for each question, using appropriate pictures. After each question is answered correctly, teacher tests all previously taught pictures and reteaches any opposite which student cannot repeat for 3 consecutive trials.
6. Teacher tests student on all opposites until student meets performance criteria. If student does not answer each opposite correctly, teacher holds the picture.

E = Expressive
R = Receptive

Names Preceding and Following Numbers 3.103E

PERFORMANCE OBJECTIVE:

When asked, "What comes before (number from 2 to 10)", or "What comes after (number from 1 to 9)", student will name preceeding and following numbers within 10 seconds of request on each of 18 questions on three consecutive sessions.

MATERIALS:

Deck of eighteen cards; nine with a left arrow and the numbers 2, 3, ...10;nine with a right arrow and the numbers 1, 2, ...9.

SUGGESTIONS FOR INSTRUCTION:

1. Teacher arranges cards in order from right arrow 1 to right arrow 9, then left arrow 10 to left arrow 2.
2. Teacher asks student questions in the order of the cards, reading the right arrow cards, "What comes after ___?" and the left arrow cards, "What comes before ____?" If student answers correctly within ten seconds, teacher praises student. If not, teacher prompts student to say the correct number by saying, "Say '(number)'". This step is repeated until student responds correctly on three consecutive trials.
3. Teacher repeats steps 1 and 2 and then shuffles the cards. Teacher repeats step 2, putting cards to which student responded correctly in one pile and the errors in another.
4. Teacher repeats step 2, using the error pile. Steps 3 and 4 are repeated daily until student meets performance criteria.

E = Expressive
R = Receptive

Matches Numerals to Picture 3.104 R

PERFORMANCE OBJECTIVE:

Given ten cards with numbers 1 through 10, and ten cards picturing one through ten objects, student will match the numerals to the corresponding picture sets within five minutes of teacher's request to match the numbers to the pictures. Student will complete the task correctly across three consecutive days.

MATERIALS:

Ten cards with the numerals 1 through 10, ten cards picturing 1 to 10 objects.

SUGGESTIONS FOR INSTRUCTION:

1. Student is taught to name numerals using program 3.53 and numeral cards.
2. Teacher places a picture card before student and models pointing and counting the pictures. ("One, two,...,seven. Seven.")
3. Teacher leaves the same card in place and says, "Count the (name of pictured object.") Teacher uses gentle pressure on student's forearm to direct pointing. If student points and counts correctly, reward him and move to step [illegible] If not, repeat modeling and ask student again to count the objects portrayed on card.
4. Teacher follows this model and imitation with hand shaping procedure until the student counts the objects correctly on all cards on the first presentation.
5. Teacher repeats procedure, with hand shaping only, to correct errors. When student counts pictures correctly on all cards on two consecutive trials, proceed to step 6.
6. Teacher places the set of numeral cards before student and asks student to count the objects on the picture cards, as before, and in addition to match the appropriate numeral card with each picture card. Teacher first says, "Count the(objects)and find the number."

R = Receptive
R = Receptive

Continued - 3.104R

7. When student has counted the objects on a picture card and has found the appropriate numeral card, the teacher says, "Put it here," pointing to the picture card just counted. Reward each successful match. When the student has successfully matched all of the cards on first presentation, move to step 8.

8. Teacher fades the cues of saying "Put it here", and pointing to picture card. Instead, teacher says, "Match the numbers to the pictures as you did before." Pointing is still used, but only on errors, and verbal prompt is faded. Reward each successful match. Continue until student meets performance criteria.

Identifies Nine Own Body Parts 3.105E

PERFORMANCE OBJECTIVE:

When teacher says, "(Student's name), name and point to all the parts of your body you can think of", student will point to and name at least nine body parts within one minute of request on four out of five trials for each body part across three consecutive days.

MATERIALS:

None

SUGGESTIONS FOR INSTRUCTION:

1. Seat student in a chair facing the teacher.
2. Teacher says, "(Student's name), name and point to all of the body parts of your body that you can think of."
3. When student names and points to 9 body parts (i.e., head, leg, foot, arm, hand, nose, mouth, eyes, ears) within 1 minute of teacher's request, reward immediately and repeat steps 1 through 3 until student meets performance criteria.
4. If student does not name 9 body parts within 1 minute of teacher's request, begin to train on each body part. Refer back to Program 3.39, Points to 4 Body Parts, and 3.47, Points to 7 Smaller Body Parts. When student can point to 9 body parts, proceed with program.
5. Teacher points to teacher's head and says, "(Student's name,) point to your head. What is this?" When student says "head," reward immediately and repeat step until student responds correctly 4 out of 5 consecutive trials.
6. If student does not say "head", teacher repeats step 5, saying, "This is a head, say head." When student says "head" reward immediately and repeat step 5.
7. Continue to train each body part following procedure in steps 5 and 6. As student learns each new body part, continue to train on body parts already learned.
8. Repeat steps 2 and 3.

E = Expressive
R = Receptive

Names All Four Seasons and Describes Each 3.106E

PERFORMANCE OBJECTIVE:

Upon request to "Name the seasons of the year and tell me something about each", student will name all four seasons and give descriptive signs of each season one at a time. For example: winter - cold, rainy or snowing; spring - warm, sunny, flowers blooming; summer - hot, sunny, goes swimming; fall - cool, leaves falling, windy. Student will perform correctly within three minutes of request on three of four consecutive trials across three consecutive sessions.

MATERIALS:

Four pictures, one picture for each season depicting descriptive signs of each.

SUGGESTIONS FOR INSTRUCTION:

1. Seat student at a table facing teacher
2. Teacher places picture of winter season on table in front of student and says "(Student's name), can you tell me what season this is and something about it?" When student responds "Winter, it is cold and rainy/snowy", reward immediately until student responds correctly 3 out of 4 consecutive trials.
3. If student does not respond correctly, repeat steps 1 and 2 with teacher modeling response by saying, "This is winter and it is cold and rainy/snowy." "What season is this and what is it like?" When student responds correctly, reward immediately and repeat step 2. Introduce remaining seasons one at a time.
4. Repeat steps 1 through 3 for each season and follow procedure of showing student a picture of the season, asking what season is shown in picture and something descriptive of each season, and providing model when necessary. As student learns each new season, continue to train on seasons already learned.
5. Eliminate use of pictures. Teacher says, "(Student's name), can you tell me the name of the seasons and something about each?" When student responds correctly within 3 minutes of teacher's request, reward immediately and continue step 5 until student meets performance criteria.

6. If student does not respond correctly, teacher gives verbal model and says, "Winter - it is cold and rainy/snowy. (Student's name), now you say it." When student responds correctly, reward immediately. Teacher gives verbal model for remaining seasons. Repeat step 5.

E = Expressive
R = Receptive

SOCIAL/EMOTIONAL 4.0

Turns to Face Teacher 4.1

PERFORMANCE OBJECTIVE:

When teacher is at student's eye level at a distance of no more than two feet and requests, "(Student's name), look at me", student will turn toward teacher and look at teacher's face for a minimum of five seconds within five seconds of request on four of four trials for three consecutive sessions.

MATERIAL:

Bells, or other favorite object or edible.

SUGGESTIONS FOR INSTRUCTION:

1. After correct positioning, teacher says, "(Student's name), look at me". If student turns to face teacher, with eyes open, teacher rewards and marks correct response. If incorrect, teacher proceeds to step 2.

2. After correct positioning, teacher says, "(Student's name), look at me". Teacher simultaneously holds and rings bells at eye level and gives 100% physical assistance (turns head so that eye contact is made).

3. After correct positioning, teacher says, "(Student's name), look at me". Teacher waits 2 or 3 seconds before ringing bells and gives partial physical assistance (turns head only ½ way to make eye contact so that student must make other ½ turn independently).

4. After correct positioning, teacher says, "(Student's name), look at me". Teacher waits 3 or 4 seconds before ringing bells at eye level and gives little physical assistance (turns head only 1/4 of way to make eye contact so that student must complete 3/4 of turn independently).

5. After correct positioning, teacher says, "(Student's name), look at me." Teacher waits 5 seconds before ringing bells at eye level and gives no physical assistance.

6. Teacher repeats steps 2-5 until no bell ringing is required and no physical assistance is required.

7. For post-test, teacher repeats step 1.

Quiets When Picked Up 4.2

NOTE: This item is included on the assessment because it is an important developmental milestone for infants. However, since the instructional objectives will primarily be used in a school or institutional setting, where picking up a crying student (not an infant) may be inappropriate, the objective has been changed for teaching purposes as follows:

Does Not Cry for Unneccessary Reasons 4.2

PERFORMANCE OBJECTIVE:

A student who cries frequently for unnecessary reasons other than extra attention will decrease the number of times he cries to less than two unnecessary times per day for four consecutive days.

MATERIALS:

Positive reward appropriate for student on daily basis

SUGGESTIONS FOR INSTRUCTION

1. Baseline: Count and chart the number of times student cries for a specified unnecessary reason (e.g.: every time student cries about an old minor injury while pointing to the sore) for at least three days. If necessary, chart also the duration of each crying session. If the frequency is high and it is inconvenient to chart for an entire day, then take a time sample. For example, observe and chart the crying for 15 minutes every two hours. While taking the baseline, notice and write down comments about the usual consequence the student receives for crying. Also notice the antecedents or cues which lead to the crying episodes. "Crying" may need to be behaviorally defined for a specific student or order to distinguish it from whining or pouting (e.g.: "crying = observable tears). Once a baseline is established, choose one or both of the following procedures to decrease the behavior.

2. POSITIVE APPROACH: (note: this approach is most useful if student cries during a limited time period of each day or during specific circumstances.)

At the beginning of the day (or at the beginning of the most likely time period) explain to the student that he will receive a specific reward if he does not cry (or if he cries less than one or two times) all day (or all during a certain time period). Continue to chart every incident and duration of the behavior. At the end of the time period, give the student the reward if it has been earned. If possible, praise the student frequently for not crying, and ignore every incident of the behavior. Continue this procedure until the student meets final criterion of crying less than two times per day for four consecutive days.

2. **EXTINCTION APPROACH:** (Note: this procedure may be used alone, particularly if the behavior is frequent throughout the day. Otherwise it may be used in conjunction with the above positive approach). Immediately after the student starts crying, explain briefly to him that crying is not allowed in this activity, and take him to a timeout area where he cannot see the activity. After the student has stopped crying and has remained quiet for a full minute, allow him to return to the activity. This procedure must be followed every single time the student cries. Continue to chart the behavior and number of times the student is placed in time-out. Continue this procedure until final criterion is met.

Smiles Responsively 4.3

PERFORMANCE OBJECTIVE:

Given a funny face or gesture or voice within three feet (but not touching), student will smile in response within one minute of gesture or voice and will smile for a minimum of five seconds on four out of five trials for four consecutive days.

MATERIALS:

Blanket and/or any other favorite toy or object

SUGGESTIONS FOR INSTRUCTION:

1. After correct positioning (standing or sitting within 3 feet), teacher will bend towards student with a smiling face and make a funny face, sound, or gesture. If correct response to smiling occurs, mark correct response. If response is incorrect, proceed to step 2.
2. After correct positioning, teacher will bend towards student with a smiling face and tickle him on tummy, under arms, on feet, etc., or present him with favorite toy, or gently toss soft blanket over his head and pull away until student smiles and maintains smile for at least five seconds. Pair actions with funny face, voice, gesture.
3. After correct positioning, teacher bends toward student with a smiling face and pretends to initiate tickling, giving of toy, or playing with blanket. Teacher will not actually carry through action. Pair actions with funny face, gesture, or voice.
4. Repeat steps 2 and 3 until smiling face, gesture, or voice elicits correct response without assistance.
5. Repeat step 1 for post-test.

Smiles Spontaneously 4.4

PERFORMANCE OBJECTIVE:

Given no predetermined or specific cue from instructor, and during meal and play times, student will smile spontaneously at least five times a day, with the smile to last a minimum of five seconds, for five non-consecutive days.

MATERIALS:

Any favorite toy, object, edible, or friend

SUGGESTIONS FOR INSTRUCTION:

1. Observe student during specified times and, by event recording, count number of times during the day that correct response occurs. If a minimum of five events occur, reward and mark correct response. If incorrect, proceed to step 2.
2. Observe student during play or meal times and at random intervals (a minimum of three times) for several minutes; play with toys and with student, using funny noises and faces to stimulate smiling. Use favorite objects in creative ways.
3. Observe during play or meal times and at random intervals (a minimum of two times); for one minute play with toys and with student, using funny noises, faces, and gestures to stimulate smiling.
4. Observe student during play or meal times and at random interval for about 30 seconds; play with toys and with student using above procedures to stimulate smiling.
5. Repeat steps 2 - 4 until no intervention is required and student is smiling without assistance.
6. Repeat step 1 for post-test.

Resists Toy Pull 4.5

PERFORMANCE OBJECTIVE:

Given a favorite toy and instructions to hold the toy, student will retain hold on the object while it is being pulled gently by teacher. Student will resist pull on the object for a minimum of five seconds on four out of five trials for four consecutive days.

MATERIALS:

Favorite, graspable toy or edible.

SUGGESTIONS FOR INSTRUCTION:

1. Following correct positioning (student holds toy and plays with it for at least 1 minute); pull gently at toy as though to take it away while saying, "(Name), hold on to your toy." If resistance occurs and is maintained, reward and mark correct response. If incorrect, proceed to step 2.

2. Following correct positioning, pull gently at held toy with one hand while with other hand apply heavy pressure over student's own hand and make him hold on to object. While pull occurs, say, "(Name), hold on to your toy."

3. Following correct positioning, pull gently at held toy with one hand while with other hand apply light pressure to wrist of student and make him hold on to object. While pull occurs, say, "(Name), hold onto your toy."

5. Repeat steps 2 - 4 until student holds toy and resists pull on his own, unassisted.

6. Repeat step 1 for post-test.

Works for Toy Out of Reach 4.6

PERFORMANCE OBJECTIVE:

With a toy or favorite object with which student has been playing with placed about two feet out of arm's reach, student will reach for the object without assistance and without verbal prompt within five seconds after the object has been taken away from him on three out of four trials for four consecutive days.

MATERIAL:

Favorite toy, object, or edible.

SUGGESTIONS FOR INSTRUCTION:

1. Following correct positioning (student plays with object, then watches as object is placed within 2 feet of arm's reach), observe to see if child tries to reach for and/or stand up for attainment of toy without prompts. If correct response occurs, reward and mark correct response. If incorrect, proceed to step 2.
2. Following correct positioning, say, "(Name), get the (object)", and point to the object.
3. Following correct positioning, say, (Name), get the (object)".
4. Repeat steps 2 - 3 until correct response occurs. If incorrect, proceed to step 5.
5. Following correct positioning, say,"(Name), get the (object)", while simultaneously bringing toy to within 6 inches and bringing both of student's hands to almost grasp the toy.
6. Following correct positioning, say, "(Name)", while simultaneously bringing toy within 1 foot and bringing both hands (medium pressure) of student to almost grasp the toy.
7. Following correct positioning, place toy within 2 feet and bring both hands (light pressure) to almost grasp the toy.
8. Repeat steps 4 - 7 until independent reaching occurs.
9. Repeat step 1 for post-test.

Smiles at Mirror Image 4.7

PERFORMANCE OBJECTIVE:

When presented with a 6" mirror held in line of vision close to face, student will smile at mirror image, unprompted, within two minutes of being presented with the mirror on three out of four trials for four consecutive days.

MATERIALS:

Mirror at least 6" in diameter.

SUGGESTIONS FOR INSTRUCTION:

1. Following correct conditions,(holding mirror close to student's face), observe to see if smile is elicited without prompts. If correct response occurs, reward and mark correct response. If incorrect, proceed to step 2.

2. Following correct conditions, hold mirror near student and give physical and verbal prompts to elicit smile: tickle tummy area, soles of feet, or make comical gesture, make funhy noises, or say, "(Name), smile.", while pointing to image in mirror.

3. Following correct conditions, hold mirror near student and give verbal and physical prompt only 1/2 of the time student regards mirror. Say "Smile" and point to mirror, making gestures or noises to elicit smile.

4. Following correct conditions, hold mirror near student and give physical and verbal prompts to elicit smile only 1/4 of the time student regards face in mirror. Say "Smile" and point to mirror and elicit smile.

5. Repeat steps 2-4 until student smiles at mirror image unprompted.

6. Repeat step 1 for post-test.

Responds to "No" 4.8

PERFORMANCE OBJECTIVE:

Given the verbal command, "No", said in a firm voice during undesirable physical or verbal activity, student will cease activity immediately after command is given and will refrain from re-engaging in the activity for a minimum of 30 seconds on four out of five trials for four consecutive days.

MATERIALS:

Chair and empty corner of room.

SUGGESTIONS FOR INSTRUCTION:

1. During correct conditions (student engaged in undesirable activity), give verbal command, "No." If student elicits correct response by ceasing activity, reward and mark correct response. If incorrect, proceed to step 2.
2. During correct conditions, give verbal command, "No" and simultaneously turn student in chair away from activity table or take student to chair in empty corner of room and leave unattended for 10 seconds. If crying, 10 seconds counting must begin after all crying or other undesirable activity ceases.
3. Following step 2, return to activity.
4. During correct conditions, give verbal command, "No" and simultaneously turn chair away from table or take student to chair in corner of room and leave unattended for 20 seconds. If crying, 20 second counting must begin after all crying ceases.
5. Following step 4, return to activity.
6. Following correct conditions, give command and wait 5 seconds before turning chair away from table or taking to chair in corner of room. Leave unattended for 30 seconds after crying ceases.
7. Following step 6, return to activity.
8. Repeat steps 2-7 until student ceases undesirable activity after verbal command, not requiring to be physically moved.
9. Repeat step 1 for post-test.

Plays Unattended 4.9

PERFORMANCE OBJECTIVE:

Given usual day and favorite toys in a stimulating environment, student will play (i.e., will handle toys, babble to self, look at himself and/or environment) without adult supervision for at least two 15-minute sessions for four consecutive days.

MATERIALS:

Favorite toys.

SUGGESTIONS FOR INSTRUCTION:

1. Given specified conditions, observe to see if child busies himself by handling toys, babbling, touching, mouthing, or looking at self or environment without adult supervision. If correct response occurs, reward and mark correct response. If incorrect, proceed to step 2.
2. When student is unattended and does not involve himself in playing, teacher will stay with student and play for 15 minutes, getting student interested in toy or other object.
3. When student is unattended and does not play, stay with student and play for 10 minutes, engaging student's interest in toy.
4. When student is unattended and does not play, stay with student and play for 5 minutes.
5. Repeat steps 2-4 until student is playing alone without an adult in attendance.
6. Repeat step 1 for post-test.

Imitates Play Activity 4.10

PERFORMANCE OBJECTIVE:

Given a toy identical to one held by teacher, and with a distance of no more than three feet between teacher and student, student will imitate teacher's play activity with the toy for a minimum of four imitated actions in two minutes on four consecutive days.

MATERIALS:

Two identical manipulative toys.

SUGGESTIONS FOR INSTRUCTION:

1. Teacher sits with student on floor, about 2 feet from student, while initiating play activity with toy. Teacher says, "(Name, do this," making sure student has own toy in hand and is ready and able to imitate action. If student imitates teacher, teacher rewards and marks correct response. If incorrect response, teacher proceeds to step 2.
2. After correct positioning, teacher plays with toy and says, "Do this." Give 100% physical prompt by guiding student's hand to toy and go through correct motions.
3. After correct positioning, student plays with toy and asks student to imitate. Give 50% physical prompt by guiding student's hand to toy and go through 1/2 of motion necessary.
4. After correct positioning, teacher plays with toy, requests that student imitate, and gives 25% physical prompt by guiding student's hand to toy (light pressure on wrist) and going through only 1/4 of action necessary.
5. Teacher repeats steps 2-4 until student initiates imitative manipulative action unassisted after verbal request.
6. Teacher may repeat step 1 for post-test.

Discriminates Strangers 4.11

PERFORMANCE OBJECTIVE:

When held or played with by a parent and then by a stranger, student will demonstrate discrimination between the two by smiling at the parent for a greater percentage of a two-minute interval than for the stranger (percentage in this case will be the number of seconds of smiling behavior in a two minute span). Smiling behavior will be observed for four two minute sessions.

MATERIALS:

Favorite toy or object.

SUGGESTIONS FOR INSTRUCTION:

1. Given correct conditions, student will be held and played with by parent. Student will then be held and played with by a stranger. If correct response occurs (student smiles more with parent than with stranger), reward and mark correct response.

Carries Out Simple Commands 4.12

PERFORMANCE OBJECTIVE:

Given a meaningful, one-action simple command in a clear voice when student is maintaining eye contact or is within hearing range, student will carry out command within 10 seconds on four out of five trials for four days.

MATERIALS:

Depending upon command, any object necessary for objective.

SUGGESTIONS FOR INSTRUCTION:

1. Following correct conditions, give command in clear voice. If student carries out command within specified time, reward and mark correct response. If incorrect, proceed to step 2.
2. Following correct conditions, give command in clear voice and give 100% physical guidance to carry out command; while repeating command, take student through motions of carrying out command.
3. Following correct conditions, give command in clear voice and give 50% physical guidance to carry out command. While repeating command, take student through 1/2 of motions of carrying out command so that student must complete other half independently.
4. Following correct conditions, give command in clear voice and give 25% physical guidance to carry out command. While repeating command, take student through 1/4 of motions of carrying out command so that student must complete remainder independently.
5. Repeat steps 2-4 until student initiates activity independently, with no physical assistance and within specified time.
6. For post-test, repeat step 1.

Plays Hand Games 4.13

PERFORMANCE OBJECTIVE:

Given the request to "Play peek-a-boo", student will respond by placing one hand in front of each eye and leaving hands in place for at least 2 seconds of command, on 80% of trials across three days.

MATERIALS:

None

SUGGESTIONS FOR INSTRUCTION:

1. Model peek-a-boo by placing one hand over each eye and leaving hands in place for two seconds. Remove hands and say "Peek-a-boo."
2. Tell student to play peek-a-boo. If no response within five seconds, place student's hands over his eyes, holding them in place for two seconds. Remove hands and say "Peek-a-boo."
3. Repeat steps 1 and 2, reducing prompt for placing hands on eyes to lifting hands 1/4 of way toward eyes. When student places hands on eyes, hold them in place for two seconds, remove hands and say, "Peek-a-boo."
4. Repeat steps 1 and 2, reducing prompt to a tap on the hands to begin the game and a tap to remove hands. Continue to say, "Peek-a-boo" when student removes hands.
5. Repeat step 4, reducing verbal prompt to, "Peek".
6. Repeat until student is able to play game without prompts.

Reaches for Familiar Person 4.14

PERFORMANCE OBJECTIVE:

When a familiar person extends arms toward student and says, "Hi, (Name)", student will reach for the person by extending one or both arms in direction of person within 10 seconds of being greeted on 10% of trials across three days.

MATERIALS:

None

SUGGESTIONS FOR INSTRUCTION:

1. Teacher will say, "Hi, (Name)" and extend arms toward student.
2. If student does not respond within 10 seconds by extending arms, lift student's arms toward teacher and hold for 3 seconds.
3. Repeat steps 1 and 2, reducing prompt to extending arms 1/2 of way toward teacher.
4. Repeat steps 1 and 2, reducing prompt to a tap under arms.
5. Repeat until no prompt is needed.

Repeats Praised Performance 4.15

PERFORMANCE OBJECTIVE:

Student repeats a performance which in the past has received adult praise in the form of positive verbal or physical attention.

MATERIALS:

None

SUGGESTIONS FOR INSTRUCTION:

1. Teacher sets up a task which requires only a brief response from the student, such as the verbalization of a sound or the imitation of a simple movement. Reward correct response.

2. The teacher gradually requires more complex performance from the student.

3. Wherever the student performs part of the lesson outside the structured lesson situation, the teacher rewards the student.

Indicates a Desire 4.16

PERFORMANCE OBJECTIVE:

Shown a cookie or other desired object, student will make vocal (except crying) or motor gesture to indicate desire for the cookie while continuing to look at the cookie within one minute of seeing it, on 80% of trials across three days.

MATERIALS:

Cookies

SUGGESTIONS FOR INSTRUCTION:

1. Teacher places one cookie on table in front of student and eats one cookie. If student does not indicate a desire for cookie with motor or vocal gesture within one minute, teacher says, "What do you want?" Teacher turns student's head toward cookie and extends arm toward cookie. If student cries, teacher says, "No crying." Teacher turns away until student stops crying, then turns face and extends student's arm toward cookie.
2. Teacher repeats step 1, turning student's head toward cookie and extending student's arm 1/4 of way toward cookie.
3. Teacher repeats step 1, turning student's head toward cookie and giving a tap on the arm to reach for cookie.
4. Teacher repeats step 1, giving only a tap on student's face to turn head as a prompt.
5. Teacher repeats until student looks at cookie while reaching for it.

Imitates Adult's Housecleaning Actions 4.17

PERFORMANCE OBJECTIVE:

When given a sponge and told to imitate the wiping of a table, student will grasp sponge with one or both hands and wipe the table at least twice within 15 seconds of watching adult model on 80% of trials across three days.

MATERIALS:

Sponge, table.

SUGGESTIONS FOR INSTRUCTION:

1. Model by wiping table in a back and forth motion with sponge two times. Place sponge on table and say, "Wipe the table." If no response within 15 seconds, place student's hand on sponge and, while holding hand, wipe table in a back and forth motion two times.

2. Repeat step 1, reducing prompt to placing hand on sponge and pushing on wrist to start. If student does not complete two wipes, push wrist again to finish two wipes.

3. Repeat step 1 reducing the prompt to a tap on the hand for placing hand on sponge and starting wiping.

4. Repeat until student can place hand on sponge and wipe at least two times without prompting.

Engages in Solitary Play in Presence of Other Children 4.18

PERFORMANCE OBJECTIVE:

When placed in a free play area with toys and four or more children, student will play with a toy for at least 50% of a 10 minute observation period for three out of four consecutive days.

MATERIALS:

Free play area with numerous play materials and four or more children.

SUGGESTIONS FOR INSTRUCTION:

1. Obtain a favorite toy that student enjoys.
2. Enter the play area with the student and stimulate play with the object.
3. Verbally reinforce the student for playing with the object.
4. Slowly but systematically move away from the student but continue to verbally soothe.
5. When you are able to remove yourself from the play area, gradually and systematically reduce your verbal reinforcement. Work toward increasing the period of time between your positive verbal statements.
6. If necessary, edible reward might be required. In this case, pair edible reward with each application of verbal reinforcement suggested in steps 1-5. Also use positive physical contact if possible.

Responds to Name 4.19

PERFORMANCE OBJECTIVE:

When name is called, student will respond by looking in direction of the teacher within five seconds on 80% of trials across three days.

MATERIALS:

None

SUGGESTIONS FOR INSTRUCTION:

1. Given an item to examine and while student is engaged in examining the item, call student's name.
2. If student does not respond within 5 seconds, place hand on student's cheek and turn face toward teacher.
3. Repeat steps 1 and 2, reducing prompt to turning head 1/2 of way toward teacher.
4. Repeat steps 1 and 2, reducing prompt to tap on the cheek to turn head.
5. Repeat steps 1 and 2 until student responds independent of prompt.

Says "Please" and "Thank You" 4.20

PERFORMANCE OBJECTIVE:

When presented with a cookie, student will say, "Please" before taking the cookie and will say, "Thank you" after having received the cookie on 80% of trials across three days.

MATERIALS:

Cookies

SUGGESTIONS FOR INSTRUCTION:

1. Teacher holds a piece of cookie in front of student. When student indicates a desire for cookie by vocal or motor gesture, teacher says, "Say 'Please'". If student does not respond, teacher tells student to say "plee." If student responds correctly, teacher gives him the cookie. If student responds incorrectly or does not respond, teacher turns away. Teacher repeats request for student to say "plee".
2. Teacher repeats step 1, telling student to say "plee-se."
3. Teacher repeats step 1, reducing prompt to initial sound.
4. Teacher repeats step 1 until no prompt is required.
5. When student receives cookie, teacher says, "Say 'Thank you'." If student does not respond or responds incorrectly, teacher tells student to say "tha". (Student may not eat cookie until response is correct.)
6. Teacher repeats step 5, adding "k" sound.
7. Teacher repeats step 5, adding "you".
8. Teacher repeats until student does not need prompts.

Waits For a Requested Drink or Edible 4.21

PERFORMANCE OBJECTIVE:

When requested drink or edible is placed on table before student, student will wait for item quietly without crying or reaching for three minutes, for no more than one request during a three-minute period.

MATERIALS:

Juice or edible.

SUGGESTIONS FOR INSTRUCTION:

1. Place a glass of juice on table before student. When student indicates a desire for the juice by vocal or motor gesture (see Program 4.16), say, "You must wait for a little while." Give student the juice in 10 seconds. If student whines, cries, reaches for item or asks again, say, "You must wait." Wait for 10 seconds before giving the drink.
2. Repeat step 1, waiting 30 seconds before giving the drink.
3. Repeat step 1, waiting one minute.
4. Repeat step 1, waiting two minutes.
5. Repeat step 1, waiting three minutes.

Responds To and Makes Verbal Greeting 4.22

PERFORMANCE OBJECTIVE:

Upon the verbal greeting, "Hi, how are you?", student looks at speaker and responds, "Hi" within ten seconds of greeting on 80% of trials across three days.

MATERIALS:

None

SUGGESTIONS FOR INSTRUCTION:

1. Say, "Hi, how are you?" If student does not look at speaker within ten seconds, turn student's face by placing hand on cheek and pulling.
2. Repeat step 1, reducing prompt to turning face 1/4 way toward teacher.
3. Repeat step 1, reducing prompt to a tap on side of face.
4. Repeat step 1 until student looks without prompt. When student turns to look, tell student to say, "Hi." If student does not respond, turn away. Wait several seconds and repeat.
5. Repeat step 4, reducing prompt for saying Hi, to saying initial sound for "Hi".
6. Repeat until student looks and responds without prompting.

Engages in Parallel Play 4.23

PERFORMANCE OBJECTIVE:

When sitting within three feet of another person, and given the same toy as the other person, student will engage in parallel play by manipulating the toy for 80% of one minute intervals until student is playing beside the other person for 10 minutes.

MATERIALS:

Blocks

SUGGESTIONS FOR INSTRUCTION:

1. Teacher places student within three feet of another student with blocks beside each student. Teacher says, "Play with these blocks." If students do not initiate playing with the blocks within 10 seconds, teacher models block-building for them. Teacher turns on a timer for 15 seconds. When timer goes off, teacher praises student who is playing with blocks.
2. Teacher repeats step 1, increasing criteria to 30 seconds.
3. Teacher repeats step 1, increasing criteria to 1 minute.
4. Teacher repeats step 1, increasing criteria remaining from 1 to 4 minutes.
5. Teacher repeats step 1 with a criteria ranging from 3 to 6 minutes.
6. Teacher repeats until students play beside each other for 10 minutes.

Shares Toy With Peer 4.24

PERFORMANCE OBJECTIVE:

Given a toy or favorite object and requested by teacher to give object to a peer, student will give the toy to the specified peer within 30 seconds of request on 80% of trials across three days.

MATERIALS:

Toy or appropriate item.

SUGGESTIONS FOR INSTRUCTION:

1. Place student with a peer who is able to model sharing. Give peer a toy or item, then ask peer to give the item to student. Praise peer for sharing. When student has looked at item for 15 seconds, say, "Give the (item) to (Peer's name)." If there is no response within 15 seconds, repeat verbal prompt while moving student's hand with item toward peer. When peer has had the item for 15 seconds, say, "Give item back to (Student)."
2. Repeat step 1, reducing prompt for giving item to peer to moving arm 1/2 way toward peer after request.
3. Repeat step 1, reducing prompt for giving item to peer to tap on the hand after verbal request.
4. Set timer for variable intervals ranging from 30 seconds to two minutes. As timer goes off, ask the student playing with the item to give it to the peer. . Continue until student is able to give item to peer with a verbal request only.

Leaves Parent Without Fuss 4.25

PERFORMANCE OBJECTIVE:

When student arrives at school wlith parent or caretaker, he/she will separate from parent without crying, whining, clinging to or giving other indications of being upset and will enter into an appropriate activity within two minutes of parent/caretaker departure for three consecutive days.

MATERIALS:

None

SUGGESTION FOR INSTRUCTIONS:

1. Parent/caretaker will leave student at school involved in appropriate activity. Teacher will attend to student and participate in activity with student for 10 minutes. If student is upset, teacher will leave child and area, returning when student has ceased inappropriate behavior.
2. Follow procedure outlined in step 1, decreasing time with student to 8 minutes.
3. Decrease time with student to 6 minutes.
4. Decrease time with student to 4 minutes.
5. Decrease time with student to 3 minutes.
6. Decrease time with student to 2 minutes.
7. Decrease time with student to 1 minute.
8. Student will separate from parent without crying, whining, clinging, or other indications of being upset and will enter into an appropriate activity within 2 minutes of parent/caretaker leaving for three consecutive days.

Labels Items "Mine" 4.26

PERFORMANCE OBJECTIVE:

When student is presented with two objects, one of which belongs to him, and when teacher points to student's object and asks, "Whose is this?", student will verbally respond, "Mine" within five seconds of question for three consecutive days.

MATERIALS:

Personal possession of students, object which does not belong to student.

SUGGESTIONS FOR INSTRUCTION:

1. Place two objects, one of which belongs to student, before student and ask while pointing to student's object, "Whose is this?" Model correct response, "Mine", and point to student. Instruct student to repeat, "Mine." Repeat "Mine" every 10 seconds until student repeats. Immediately give student the object and praise. Use the same procedure for labeling the other object "Yours" concurrently.
2. Ask student "Whose is this?" and point to student. Wait 10 seconds for student to respond, then model correct response.
3. Ask "Whose is this?" and point to student. Do not model response. Immediately praise correct response.
4. Ask "Whose is this?" and wait 10 seconds. If no response, point to student.
5. When presented with two objects, one belonging to the student, and asked, "Whose object is this?" while teacher points to student's object, student will respond, "Mine" within five seconds for three consecutive days.

Works Individually With an Adult for Five Minutes 4.27

PERFORMANCE OBJECTIVE:

While seated next to an adult and given a specified task, student will remain seated, look at speaker when appropriate, attend to task and will not engage in behavior which will require adult attention for five minutes across five consecutive sessions.

MATERIAL:

Timer and toy or edible reward

SUGGESTIONS FOR INSTRUCTION:

1. Instruct student to remain in seat and work on specific task with adult for 15 seconds. Tell student that a toy or edible will be received at the end of work period for appropriate behavior. Set timer for 15 seconds and begin task. Immediately reward student when timer rings, and praise. If student does not attend to task, say "No" and physically require student to behave appropriately. When timer rings, reset and say, "No (reward)" and set timer. When student is rewarded on 90% of work periods for 5 consecutive days, proceed to step 2.
2. Follow procedure in step 1, setting timer for 30 seconds.
3. Follow procedure in step 1, setting timer for 1 minute.
4. Follow procedure in step 1, setting timer for 2 minutes.
5. Follow procedure in step 1, setting timer for 3 minutes.
6. Follow procedure in step 1, setting timer for 4 minutes.
7. Student will remain seated, looking at speaker when appropriate, attend to task, and not engage in disruptive behavior which requires adult attention for 5 minutes for five consecutive days while working with an adult.

Works in a Small Group for Five Minutes 4.28

PERFORMANCE OBJECTIVE:

While seated with a group of three to five other students and given a specified task, student will remain seated, look at speaker when appropriate, attend to task and not engage in behavior which will require adult attention for five minutes across three consecutive days.

MATERIAL:

Timer, ribbons, edible or material rewards.

SUGGESTIONS FOR INSTRUCTION:

1. At beginning of group activity, give each student a ribbon or other material. Student will keep this in his possession. Any behavior not conforming to above definition will result in loss of ribbon. Initially, work period will be 30 seconds. Set timer. When timer rings, reward all members of the group possessing ribbons. Tell any student without ribbons, "No reward. You don't have your ribbon." Return all ribbons and reset timer. Proceed to step 2 when all students are rewarded 90% of work periods.

2. Follow procedure in step 1, increasing work period to 1 minute.

3. Follow procedure in step 1, increasing period to 2 minutes.

4. Follow procedure in step 1, increasing period to 3 minutes.

5. Follow procedure in step 1, increasing period to 4 minutes.

6. While working in a group of 3 to 5 students, student will remain seated, look at speaker when appropriate, attend to task, and not engage in disruptive behavior which requires adult supervision for 5 minutes for three consecutive days.

Waits Turn 4.29

PERFORMANCE OBJECTIVE:

While waiting to use material or space, along with one to three other students, student will wait for the required period of time without engaging in physical aggression toward others, will take turn and then relinquish material when turn is completed, without teacher assistance, over three consecutive days.

MATERIALS:

Material which must be used by one person at a time.

SUGGESTIONS FOR INSTRUCTION:

1. Teacher will specify the order in which the students will take turns. Teacher will specify the duration of a turn, for example, 10 swings, or until students can count to 20. Teacher will require both student taking turn and student who is next to count out turn. Teacher will monitor the taking of turns, with verbal prompts as needed.

2. Teacher will set up turns, and specify duration of a turn, but will not verbally prompt students as to end of one turn.

3. Teacher will set up turns, but will not specify duration of turn or monitor the count of the turn.

4. Teacher will remain in physical proximity, but will not specify order in which turns are to be taken.

5. Student will wait required period of time while waiting for turn without physical aggression toward others, take turn, then relinquish material when turn is completed without teacher assistance for three consecutive days.

Initiates Peer Contact 4.30

PERFORMANCE OBJECTIVE:

While in a free-time situation, student will initiate peer contact by touching another student in a positive manner (i.e., with a hug, kiss, or pat) or will offer material to another student at least twice during a ten-minute observation period across five consecutive days.

MATERIALS:

Free time setting with several age-appropriate materials.

SUGGESTIONS FOR INSTRUCTION:

1. Teacher will observe student during free time situation with four or more other students. Teacher will instruct student to offer material to another student. Wait 10 seconds for student to begin to comply, then physically guide student in offering material to another student. Berbally praise both students.
2. Follow step 1, rewarding student when material is offered with verbal instruction only.
3. Instruct student to offer materials to another at the beginning of free time situation. Reward student immediately after materials have been offered.
4. Follow procedure outlined in step 3, instructing student to offer two materials during free time.
5. Reward student at the end of the free time situation for offering materials twice during that period.
6. While in free time situation student will initiate peer contact by offering materials to another student at least twice during a ten minute observation period for 5 consecutive days.

Names a Friend 4.31

PERFORMANCE OBJECTIVE:

When asked by teacher, "Who is your friend?", student will name at least one non-family peer by verbally stating peer's first name, or will point to specific peer, within 10 seconds of request across three consecutive days.

MATERIALS:

Picture of student's friend.

SUGGESTIONS FOR INSTRUCTION:

1. Teacher will observe student and/or ask others in environment who is the student's friend. Teacher will then ask student, "Who is your friend?" Teacher will model correct response and show student a picture of the friend. Instruct student to repeat correct response. Repeat correct response every 10 seconds until student repeats. Reward immediately.
2. Ask student, "Who is your friend?", and show picture. Wait 10 seconds and then model response. Reward all responses given before model.
3. Ask student, "Who is your friend?" and show picture. Do not model response.
4. Ask "Who is your friend?" Wait 10 seconds and then show picture.
5. When asked, "Who is your friend?" student will name at least one non-family peer by first name, or will point to specific peer within 10 seconds for three consecutive days.

Plays Different Games by Self 4.32

PERFORMANCE OBJECTIVE:

While in a free play situation, student will play with at least two different materials (i.e., will not use one material to the exclusion of all others) for 20 minutes across five consecutive days.

MATERIALS:

Variety of age-appropriate materials.

SUGGESTIONS FOR INSTRUCTION:

1. Observe student during free time situation. If student has not used more than one material after 10 minutes, teacher will put away material, then offer student another material.
2. Follow procedure in step 1, rewarding the student for choosing another material with verbal instruction only.
3. Follow procedure in step 1, rewarding student immediately for using a second material, when instructed to do so at the beginning of the session.
4. Follow procedure in step 1, rewarding student immediately for using at least two different materials, when instructed to do so at the beginning of the session.
5. While in a free play situation student will play with at least two different materials in a 20 minute period for five consecutive days.

-Puts Things Away on Request 4.33

PERFORMANCE OBJECTIVE:

When instructed by teacher to put toys away, student will return at least two items to designated places, beginning within 10 seconds of instruction for three consecutive days.

MATERIALS:

Several items, out of place.

SUGGESTIONS FOR INSTRUCTION:

1. Begin with several items out of place. Teacher will instruct student to put toys away. Physically hold student's hand, and guide in putting materials away. Immediately reward student for putting toys away.
2. Follow step 1, using only light physical guidance.
3. Follow step 1, only physically assisting student in putting away the first item, then model.
4. Follow step 1, without physical assistance, model only.
5. When instructed to put toys away, student will put at least two items away, beginning within 10 seconds of request.

Works for Deferred Rewards 4.34

PERFORMANCE OBJECTIVE:

While working individually or in a small group with an adult, student will perform tasks for increasing lengths of time before receiving rewards previously specified by an adult for five consecutive days. (Adult will determine the delay between performance of task and reward by the specific situation.)

MATERIALS:

Materials appropriate to task, age-specific rewards

SUGGESTIONS FOR INSTRUCTION:

1. Begin by telling student what the reward will be. Immediately after task has been completed, reward.
2. Inform student of reward and exactly when it will be received and how much delay there will be. Reward at specifically appointed time. Begin with a very short delay; for example, after student has completed two tasks, or 30 seconds after task completion.
3. Increase delay between task completion and reward; for example, two tasks, then three tasks, etc.; or 30 seconds, then one minute, etc. , until student has reached the desired delay time.
4. While working individually or in a small group with an adult the student will perform tasks for increasing lengths of time before receiving rewards previously specified.

Works Individually With Adult for 10 Minutes 4.35

PERFORMANCE OBJECTIVE:

While seated next to an adult and given a specified task, student will remain seated, look at speaker when appropriate, attend to task and will not engage in behavior which will require adult attention for 10 minutes across five consecutive days.

MATERIALS:

Timer, and toy or edible reward

SUGGESTIONS FOR INSTRUCTION:

1. See procedure outlined in Program 4.27. Continue increasing work periods by one minute until student is working for 10 minutes.
2. Alternative procedure: at the beginning of work period, teacher will display several rewards. Teacher will tell student that one of the items will be taken away each time behavior is inappropriate. When timer rings only give student remaining rewards. Gradually increase amount of rewards taken away for inappropriate behavior. Tokens may also be used, which are redemable at the end of the work session.

Works In a Group for 10 Minutes 4.36

PERFORMANCE OBJECTIVE:

While seated with a group of three to five other students and given a specified task, student will remain seated, look at speaker when appropriate, attend to task and not engage in behavior which will require adult attention for 10 minutes across three consecutive days.

MATERIAL:

Timer, ribbons, and edible or material rewards.

SUGGESTIONS FOR INSTRUCTION:

1. See Program 4.28. Follow procedure outlfined, increasing work periods by 1 minute until work periods are 10 minutes long.

Identifies Self in Photo 4.37

PERFORMANCE OBJECTIVE:

When shown a picture of self and asked, "Who is in the picture?" student will identify self in photo by stating, "Me," giving his name, and pointing to self within three seconds of request on four out of five trials.

MATERIALS:

Recent photograph of student

SUGGESTIONS FOR INSTRUCTION:

1. Show student a picture of himself and ask, "Who is in the picture?" If student responds by saying, "Me," his name, or pointing to himself, praise and repeat the question until student answers correctly four out of five times within three seconds of request. If student does not respond correctly, move to step 2.
2. Show student the picture. Say "This is a picture of you, (Name)." Ask, "Who is in the picture?" If student does not respond correctly, repeat the question and say, "Say (Name)." Physically guide student's hand so that he is pointing to himself. Wait five seconds for student to respond, and praise if student responds with name or "Me." If student does not respond correctly, repeat step 2 until correct response is elicited.
3. Repeat procedure in step 2 until student responds by saying, "Me," his name, or by pointing to himself within 3 seconds of being asked, "Who is in the picture?" and shown a picture of himself. Student is praised for each correct response.

Identifies Self in Group Photograph 4.38

PERFORMANCE OBJECTIVE:

When shown a photo of self in a group of others and asked, "Can you find your picture? Point to yourself," student will point to his picture within three seconds on four of five trials.

MATERIALS:

Recent photograph of student in a group of 3 or more.

SUGGESTIONS FOR INSTRUCTION:

1. Show the student the photograph and say, "(Name), you are in this picture. Point to yourself." While holding the picture in one hand, take student's hand with other hand and guide student's hand to student's picture with finger pointing to desired picture. Repeat step several times, praising student for correct response.

2. Show student the picture and say, "(Name), you are in this picture. Point to yourself in the picture." At this point, teacher will wait 5 seconds and will praise any attempt student makes to point to picture. If incorrect response, use physical guidance procedure in step 1. Repeat step 2 until student points to self in photograph within 5 seconds.

3. Repeat step 2 until student points to self in photograph within 3 seconds of request while being shown the photograph on 4 of 5 trials. Student is praised for each correct response.

Categorizes Family Members in Correct Sex Groups 4.39

PERFORMANCE OBJECTIVE:

When shown pictures of family members or in the presence of family members and asked, "Who is a girl?" and "Who is a boy?" student will categorize members in correct sex groups by pointing to appropriate male and female individuals in the photo or among those present. Student will respond correctly within 3 seconds of each request on four of five trials for each sex.

MATERIALS:

Pictures of family members, or family present

SUGGESTIONS FOR INSTRUCTION:

1. Teacher will begin with one picture each of female and male family member, preferably the mother and father. Sitting opposite the student with pictures facing student, ask student to point to the picture of the girl. Teacher will remove the photo of the male so that student has only one picture, and assist student, if necessary, to point to remaining picture. Praise and repeat procedure until student points to picture independently within 3 seconds of request.
2. Follow procedure in step 1, requesting that the student point to the picture of the boy. Repeat step until student independently points to picture of male within 3 seconds of request, 5 of 5 trials.
3. Teacher will leave both pictures on table and ask student to point to the picture of the girl. Assist if necessary. When correct response is elicited independently on 5 of 5 trials, request that student point to picture of the boy. Assist if necessary until student points to picture of male within 3 seconds of request.
4. Teacher introduces pictures of one additional female and male family member. Repeat steps 1-3 using only these two new photos.
5. Introduce two new pictures of additional male and female family members and repeat steps 1-3.

6. Present all six photographs to student. Ask "Who is a girl?" Assist as necessary so that correct picture is pointed to consistently. Repeat question until a correct photo is identified by student on 5 of 5 trials. Repeat procedure for male in photograph. When student independently points to picture of male on 5 of 5 trials, proceed to step 7.

7. Alternately ask student to identify a boy and a girl until student correctly identifies the pictures by gender, 4 of 5 trials for each sex.

Remains at Table Throughout Meal 4.40

PERFORMANCE OBJECTIVE:

During lunch and/or snack time, student will remain seated at table until given permission to leave, for at least 15 minutes during 10 consecutive situations.

MATERIALS:

Eating area with table and chairs, and at least 3 other persons.

SUGGESTIONS FOR INSTRUCTION:

1. Teacher will tell student that when eating is finished, and when student is excused by teacher, he will be involved in an enjoyable activity (i.e., student will be able to have dessert). Tell student that he must remain at table for the required amount of time before receiving reward. Teacher will require that student remain at the table for 10 minutes, after which reward is given.
2. Student will remain seated for 15 minutes before receiving reward for 10 consecutive eating sessions.

Obeys Parent Requests 4.41

PERFORMANCE OBJECTIVE:

When requested by teacher or parent to follow a simple one-step instruction (stand up, come here, sit down, etc.), student will respond correctly within 5 seconds of each instruction on 5 of 5 trials.

MATERIALS:

List of simple one-step instructions.

SUGGESTIONS FOR INSTRUCTION:

1. Teacher will give student an instruction (i.e., stand up, come here, close the door, etc.). Model desired behavior and prompt student if required by physically guiding student through desired behavior until student performs desired behavior independently. Reward with or without assistance. When student complies correctly within 3 seconds of instruction on 5 of 5 trials, proceed to step 2.

2. Repeat step 1 procedures for another simple one-step instruction. When student has learned to follow 4 simple instructions, review the four instructions by giving the student the instructions in the same order as learned. When student is able to perform all four instructions, one following the other, to criterion, choose an additional four instructions and repeat steps 1 and 2.

Identifies Ownership 4.42

PERFORMANCE OBJECTIVE:

When presented with two items which are his among an array of seven or eight items arranged within reach, and when asked "Which ones are yours?", student will identify ownership by picking up, pointing to, or verbally indicating owned items within 5 seconds of request on five of five trials.

MATERIALS:

Seven or eight items (clothing, toys, etc.), two of which belong to student.

SUGGESTIONS FOR INSTRUCTION:

1. With items arranged before student, ask, "Which ones are yours?" Allow student 5 seconds to point to an item belonging to him. If student independently points to or otherwise indicates correct item, give verbal praise. If incorrect response, physically guide student's hand to a correct item and praise. Repeat until student points to or otherwise indicates items belonging to him within 5 seconds of request on 5 of 5 trials.
2. Add two more items not belonging to student. Repeat step 1 until student correctly itemtifies own items on 5 of 5 trials. Add two additional items not belonging to student and repeat procedure. Continue until 7 - 8 items are arrayed before student and student identifies two items belonging to him within 5 seconds of request on 5 of 5 trials.

Says "Please" and "Thank You" While Working In a Group 4.43

PERFORMANCE OBJECTIVE:

During an activity involving a small group of students and given an assortment of craft materials or edibles, student will say "please" to indicate a desire for an item and "thank you" upon receiving the object on five of five trials for each polite word during each of three consecutive sessions.

MATERIALS:

Craft materials, e.g., paper, pencils, crayons, scissors, glue
Objects and treats, e.g., ball, cards, candy, cookies

SUGGESTIONS FOR INSTRUCTION:

1. Teacher seats the students at a table or in a semi-circle around teacher. Plan an activity which involves the use of several different materials; e.g., scissors, paper and glue. Give each student five opportunities to respond using the words "please" and "thank you".

2. Teacher begins by asking the group if they would like a particular object. This may include an item used in the activity, or a piece of candy. After asking the group members if they would like the item, cue them to say "Please". After the students answer appropriately (if possible, arrange to have a student in the group who is familiar with the words to offer as a model), ask each individual if he would like the item. At this time cue the student by saying, "Say, 'Please'." Repeat this step using five different items so that each student is given five chances to respond. After each student has responded correctly five times during a session for two consecutive sessions, move to step 3.

3. Teacher repeats step 2, but begins to fade the verbal cue. This is accomplished by allowing each student five seconds to respond by saying "please" when asked if they would like a particular item. Praise any attempt at correct response made during the five seconds. If an appropriate response is not made, cue the student again to say "please." Be sure to give each student a chance to respond at least five times during each session. When each student responds within five seconds

3, Continued

of being offered an item five out of five times during each of three consecutive sessions, move to step 4.

4. Teacher begins to teach use of "Thank you." In the same setting as that required for steps 1-3, have items which will be given to the students, either to be used in an activity or as a reward. After asking a student if he would like a particular item and waiting for student to respond with "Please", give item to the student and cue the student by saying, "Say, 'Thank you.'" Praise each correct response. When each student responds correctly to the cue within five seconds on five of five trials during a session for two consecutive sessions, move to step 5.

5. Teacher repeats step 4 and begins to fade verbal cue by allowing each student five seconds to say "Thank you" after being given a particular item. Praise any attempt at a correct response made during the five seconds. If an appropriate response is not made, cue the student again. Be sure to give each student a chance to respond at least five times during each session until each student meets performance criteria.

Comes When Called Once 4.44

PERFORMANCE OBJECTIVE:

When seated away from an activity and when called by name and requested to join the activity and when called by name and requested to join the activity, student will come within 15 seconds of the first request on five out of five trials.

MATERIALS:

Objects or treats required for the activity; e.g., candy, toys

SUGGESTIONS. FOR INSTRUCTION:

1. With several students seated at a table with the teacher, teacher calls the name of the student desired and says, "It's time to join our group." If the student does not join the group within 15 seconds, ignore him for three minutes, then repeat his name and the request. At this time, teacher takes student's hand and guides him to the activity area and waits for him to sit in the designated seat. When student seats self, praise him for joining the group and give him a treat or activity which he anjoys. If student hesitates more than 5 seconds before sitting, gently guide him into his seat, then praise. Repeat this procedure until the student joins the activity on his own within three minutes of request on two consecutive sessions.

2. With repetition of step 1, it is hoped that the group activity is reinforcing for the student, or that joining the activity is enjoyable. At this point, no reward is to be given to the student when he waits longer than three minutes to join the group or has to be brought by another person. Explain to the student that he will have to come as quickly as other students when he is called if he is to receive reward. When student joins the activity within 15 seconds of request on five of five trials, proceed to step 4.

4. Teacher begins to reward student once every two times he joins the activity as requested. Continue this schedule for one week, then reward only intermittently. Continue, however, to praise student for every time he joins the activity as requested.

Answers Telephone Appropriately 4.45

PERFORMANCE OBJECTIVE:

With student and teacher each using a toy telephone and when teacher cues student by saying, "Answer the phone. Hello, who is this? I would like to speak to (Name)," student will lift the receiver and will say "Hello," give his name when asked who is speaking, and will call the correct person to the telephone. Student will respond correctly within 3 seconds of each cue on three of three trials over four consecutive sessions.

MATERIALS:

Two play telephones.

SUGGESTIONS FOR INSTRUCTION:

1. Using two play telephones, one for teacher and one for student, teacher will pick up receiver and dial to make a ringing sound. Teacher will request student, "Answer the phone."

2. Wait three seconds for student to pick up receiver and put it to his ear and mouth. If incorrect response, place student's hands on receiver and guide to his ear and mouth. Repeat steps 1 and 2 until student responds independently. Reward for each complete step. When student successfully completes step on 3 of 3 trials within three seconds of cue, proceed to step 3.

3. With student holding receiver to ear and mouth, teacher speaks into his own receiver and tells student to say, "Hello." Reward approximations of correct verbal response. When student says "Hello" within 3 seconds of cue, proceed to step 4.

4. Repeat steps 1-3 until student independently picks up receiver and says "Hello" within 3 seconds without verbal cue.

5. After student answers correctly, teacher will say, "Hello, who is this?" If student does not say his name within 3 seconds, say, "Say (Name.)" Praise correct response or approximation. Repeat steps 4 and 5 until student says his name within 3 seconds of request on three of three trials.

6. When above responses are elicited correctly, teacher then says, "I would like to speak to (Name of student in room)." If student does not call name of person wanted on phone, teacher will say, "Say, '(Name), telephone.'" Reward approximation of correct response and again say, "I would like to speak to (Name)." Prompt again and repeat until student calls correct person to the phone within 3 seconds of request, 3 of 3 trials.

7. Student will answer phone, say "Hello", answer with his name when asked who is speaking, and call correct person to the phone within 3 seconds of each cue, 3 of 3 trials for four consecutive sessions.

Requests to be Excused 4.46

PERFORMANCE OBJECTIVE:

During role play in which two situations are acted out, each requiring that the student excuse himself, the student will say "Excuse me" at the appropriate time within three seconds of each instance on three of three times for each role-played situation.

MATERIALS:

Kleenex

SUGGESTIONS FOR INSTRUCTION:

1. With several students in a semi-circle, teacher stands in front of them and explains that there are times when it is important to say "Excuse me." To be sure everyone can say it, ask the group to say the words. Repeat for those who have difficulty and work with them individually and as a group until everyone is able to say "Excuse me." Demonstrate an instance in which one says "Excuse me" by sneezing loudly into a kleenex. Immediately say, "Excuse me." Give a kleenex to one of the students and ask them to do same. If student does not respond within five seconds of request, verbally prompt. When student has successfully imitated the teacher and has received praise, move to next student. When each student has successfully sneezed into kleenex and said, "Excuse me", move to step 2.

2. Teacher brings one student to front of group to assist. With other students watching, tell them you are in a store shopping and will accidentally bump into someone. Demonstrate by bumping into the student who is assisting and immediately say, "Excuse me." Tell assistant to do same. If student does not respond within 5 seconds of request, or needs assistance, verbally prompt student and praise each correct demonstration. Have each student stand with teacher and role play the desired sequence. When each student has bumped into teacher and said, "Excuse me" within three seconds, move to step 3.

3. Teacher asks each student to demonstrate an instance in which they might say "Excuse me." Prompt those who have difficulty by demonstrating again one of the two situations role-played. When each student has successfully role-played a situation in which they must excuse selves, praise and end the session. Repeat this session until each student can demonstrate independently two situations in which he would say "Excuse me." Additional or alternate situations may be role-played.

Plays With Children of Other Social & Ethnic Backgrounds 4.47

PERFORMANCE OBJECTIVE:

During a free play situation with four or more peers who are of other social and ethnic backgrounds, including those who are developmentally delayed, student will play cooperatively for at least five minutes during three consecutive sessions.

MATERIALS:

Ball

SUGGESTIONS FOR INSTRUCTION:

1. Choose two students, each from a different background, and seat them 5 feet apart in free play area.

2. Give one student a ball and say, "Roll the ball to (Name of other student)". If incorrect response, take student's hands and place them against the ball and push. Praise student. Stand behind the other student and repeat the step. Assist the two students in rolling ball to one another for three minutes and praise them for playing together. Repeat procedure during following free play sessions until students are able to roll ball to one another independently for 3 minutes during three consecutive sessions.

3. Choose a third student of a different background and sit the three students in free play area, facing one another. Instruct one student to roll the ball to the new student. If incorrect response, assist as indicated in step 2. Prompt students to roll ball to one another in turn. Repeat procedure until students roll the ball to one another independently for 3 minutes during three consecutive sessions.

4. Choose a fourth student whose background differs and follow procedure, praising and rewarding students at the end of each session. Repeat until students are able to roll the ball to one another independently for 5 consecutive minutes during three consecutive sessions.

Plays Without Resistance With Peers of Various Racial and Physical Characteristics

4.48

PERFORMANCE OBJECTIVE:

During a free play situation with four or more peers of other physical and racial characteristics, student will play cooperatively without placing overemphasis on differences and without observable resistance to the situation for at least five minutes during three consecutive sessions.

MATERIALS:

Ball

SUGGESTIONS FOR INSTRUCTION:

Follow instructional procedure indicated in Program 4.47.

Asks for Toy Rather Than Taking It 4.49

PERFORMANCE OBJECTIVE:

Student asks for toys from others rather than taking them or crying to get them, during free play situations, over more than 75% of possible occasions observed during three 15-minute free play sessions.

MATERIALS:

Toys students are playing with; charts to record data; edible or token reinforcement; timer.

SUGGESTIONS FOR INSTRUCTION:

1. Seat all students in a circle at the beginning of a free-play session. Choose two students to "model" desired procedure. Have one student play with a toy, while teacher instructs the others to ask for it, telling them to say, "Will you share it with me?", or "Can I have (part of) your toy?" After student has modeled the desired procedure, reinforce student for asking in front of the other students.

2. Instruct the students that you are setting a timer. When it rings, you will come out and give reinforcement to all who have asked for a toy rather than taking it or crying for it. Students may then start playing. Instructor records data.

3. Set the timer for variable two minute intervals. During intervals, note on a checklist those students who observe the rule and those who do not. When timer rings, enter free play area and **reward verbally** as well as tangibly those students who met criteria of having asked for toy once during interval. Direct one student who did not meet criteria, if any, to re-model the procedure but do not reward tangibly. Continue procedure at two minute level for two consecutive days with students meeting criteria of asking for toys on greater than 75% of occasions.

4. Continue procedure in step 3 with 4 minute intervals.

5. Gradually lengthen intervals for reinforcement until students meet criteria at 15 minutes.

6. Fade tangible reinforcement by charting for delayed rewards. At first present rewards every other day, then once a week. Finally, just keep chart and verbally praise those who continue to ask for rather than take toys.

Participates in Group Singing Activity 4.50

PERFORMANCE OBJECTIVE:

Student participates in group activity in one or more of the following ways; a. singing; b. moving or gesturing appropriately; c. manipulating instruments or material appropriately; d., looking at leader of the group during group singing-type activity (e.g., songs, playing instruments, simple dances, finger plays), for 70% or more of 3 consecutive 15 minute observations.

MATERIALS:

Student-appropriate reinforcements; data collection sheets; tape recorder and tape with 10-second intervals.

SUGGESTIONS FOR INSTRUCTION:

1. Leader of group activity should carefully plan the lesson in advance and should lead the activity at a rapid pace, not pausing for great lengths of time between songs. It is important to be repetitive of songs and activities so that students can become familiar with them. A peer model should be present and should be reinforced for appropriate responses.

2. Adult or peer can be positioned behind the target student during group activity, to physically guide student through appropriate motions and reinforce student for his own initiations of correct response. Adult can gradually fade amount of assistance and reinforcement until student independently meets criteria.

3. Student can be taken to separate area along with peer model during group activity. Instructor should position the two students to face one another, and should sit behind or beside the target student to occasionally guide student physically through motions. Instructor should lead students through a group activity similar to the regular one and should reward students at approximately one-minute intervals at first for appropriate participation. Reward intervals should gradually be lengthened to five minutes. When student is consistently being rewarded at five minute intervals in the separate area, he should eventually be placed back into the regular group for extended gradual periods at the end of the activity time. Rewards may need to be continued in the regular group.

Goes About Neighborhood Unassisted 4.51

PERFORMANCE OBJECTIVE:

Student plays in front yard or as far as several houses or several hundred yards away from own residence (not necessarily across street) and returns home safely without adult supervision for 15 minute intervals for three consecutive days.

MATERIALS:

None

SUGGESTIONS FOR INSTRUCTION:

1. Preliminary steps: During a walk around the neigborhood with the student, talk about who lives in which house and the best possible way to reach a certain destination. If student will be allowed to cross street, allow him to cross only at corners, where cars can best see pedestrian. Cue with "stop", "look" and "listen". Go through the movements before crossing the street. Point out other areas you want student to avoid, such as posted signs to keep off grass or beware of dog, or abandoned buildings. When student demonstrates sufficient knowledge of procedures while he is with adult, move on to step 2, being sure student knows full name.
2. Arrange in advance with a neighbor for the student to visit. Call the neighbor when student leaves your house, and have neighbor call you when student arrives. Reverse the procedure when student is about to return home. When student has sucessfully walked alone to neighbor's 2 or 3 times, proceed to step 3.
3. Gradually allow student to go about neighborhood unattended, at first for only five minutes and later increasing to 15 or more minutes. If student is going to neighbor's, phone ahead and have them send student home at a specified time. Set restrictions on student as to where he may and may not go. Instruct student to not accept rides from strangers.

Engages In Cooperative Play 4.52

PERFORMANCE OBJECTIVE:

Student plays cooperatively with one or more peers by demonstrating (a) positive vocalizations toward other students, (b) sharing material by simultaneously touching a toy or components of the same toy while within three feet of another student, and/or (c) by offering, receiving, or exchanging material with another student during free play situations involving four or more students, for 50% or more of observed intervals for a total of 15 minutes across three days.

MATERIALS:

Tangible rewards, free play area, toys, timer

SUGGESTIONS FOR INSTRUCTION:

1. Student must already have met criteria for instructional procedure 4.23 - Parallel Play. At beginning of free play session, seat students in a circle so that they can clearly see and hear teacher's directions. Choose two students to model playing cooperatively with a toy. Instruct them to sit facing one another and to play with the material together. Physically guide the students through the motions, or model desired activity. Reward students for sharing, in front of the other students. Explain that everyone may receive the reward if they are "sharing" when the timer rings, then have students choose a buddy and a toy and begin to play. Leave area, and set timer for four minute intervals. When timer rings, enter area and reward students who are sharing a material with another student at that moment. When student has reached criterion for "sharing" over 50% or more of the observed intervals, according to definition (b) above, or 15 minutes across three days, proceed to step 2.

2. Step 1 procedure may be continued to add to behaviors in definitions (a) and (c) above, one at a time, if desired. Student must meet criteria for both or all three definitions.

3. Gradually decrease tangible reward by setting timer for longer times (e.g., 6, 8, 10 and 15 minutes). For each setting the student must meet criterion before moving to next interval. When student meets criteria at 15 minute level, implement token economy. Gradually fade out tangible reward and indicate student's accomplishments in the form of verbal praise.

Looks at Speaker During Group Situation 4.53

PERFORMANCE OBJECTIVE:

Student looks, by turning head and eyes in direction of speaker, at person who is leading a group while participating in small group activity such as talking or singing, for 70% or more of time during 15 minute groups for three consecutive days.

MATERIALS:

Tangible rewards, tape recorder, tape with recorded intervals.

SUGGESTIONS FOR INSTRUCTION:

1. Instructor should sit directly behind target student during group time. Tell student that he will be rewarded for looking at the leader. Model desired behavior. Instructor should listen to tape recorded intervals of 30 seconds and should reward student if he had his head and eyes turned toward leader of the group for the majority of the interval. If the student did not meet this requirement, gently turn student's head in correct direction. Move to the next step when student has been rewarded for 9 of 10 trials for 2 consecutive groups.

2. Repeat step 1, increasing interval to 1 minute.

3. Repeat step 1, increasing interval to 5 minutes.

4. Repeat step 1, increasing interval to 10 minutes. Reward for greater than 7 total minutes.

5. Instructor moves away from student and rewards student for 62 or more minutes of looking at instructor out of every 15 minutes. When student has met criteria for three days in succession, gradually decrease tangible reward and replace with verbal reward.

Looks at Speaker During One-to-One Conversation 4.54

PERFORMANCE OBJECTIVE:

While being spoken to by one other person, student looks at speaker by turning head and eyes in direction of speaker within 5 seconds of the beginning of the conversation for the majority of time student is being spoken to, on 4 of 5 trials across three consecutive sessions.

MATERIALS:

Tokens, cup, rewards.

SUGGESTIONS FOR INSTRUCTION:

1. While student and teacher are at a table, teacher will say, "(Name), look at me", on five random occasions. If student turns head and eyes in your direction within five seconds of hearing name, and containues looking while being spoken to, give student a token in his cup, which may be exchanged for a tangible reward after the lesson. If student does not comply within 5 seconds, gently guide his head with your hands until student's eyes are meeting yours and say, "Look at me when I say your name." When student meets criteria of 4 of 5 trials across two consecutive sessions, proceed to step 2.

2. Repeat step 1, but do not physically guide student's head. Instead, take away one token if he did not look at you within 5 seconds of hearing his name. When student meets criteria of 4 of 5 trials for two days, proceed to step 3.

3. Repeat step 2, but do not say student's name. When you take a token away for not looking at you within 5 seconds of the beginning of your utterance, tell student to look at you when you speak to him. Continue until student looks at you within 5 seconds of the beginning of utterance for the majority of time he is being spoken to, for four of five trials across three consecutive days.

4. Help student to generalize the behavior by praising him for looking at you whenever you speak to him throughout the day.

Plays A Simple Game, Using Rules 4.55

PERFORMANCE OBJECTIVE:

With other students in a game in which the student is familiar with rules (e.g., waiting a turn), student will participate and will follow rules for 10 minute periods on three separate, consecutive occasions.

MATERIALS:

Game previously known to student (i.e., Chutes and Ladders)

SUGGESTIONS FOR INSTRUCTION:

1. Clearly explain the rules and point out and praise all students who follow rules. Establish procedure of removing any student from the game who breaks a rule. Student must then observe the game from a distance for three minutes before being permitted to return. Continue procedure until target student meets final performance criteria.

Expresses Anger Verbally 4.56

PERFORMANCE OBJECTIVE:

On all possible occasions during school day, student will express anger verbally when appropriate (e.g., "Don't take that"), rather than physically (e.g., striking another student or damaging materials), on all possible occasions for 75% or more of time for five consecutive days.

MATERIALS:

None

SUGGESTIONS FOR INSTRUCTION:

1. Take a baseline of student's behavior by counting each occurance that student expresses anger either verbally or by striking, pushing, kicking, etc., another student or attempting to damage a material during 2 to 3 school days.
2. Each time the student expresses anger physically, demonstrate the correct verbal response and require that student imitate it, and place student in a time-out situation (in a chair away from activity) for one to two minutes.
3. Each time student expresses anger verbally, praise him. Continue to take data on verbal versus physical expressions of anger during day. When student meets criteria of 75% or more verbal expressions of anger for 3 days, go to step 4.
4. Whenever student expresses anger physically, say, "(Name), how do you show your anger?" Student should spontaneously give a verbal response within 10 seconds of request. If inappropriate response, place him in a time-out situation for 2 minutes. If necessary, provide a reward at the end of each day student meets criteria.
5. Continue procedure until student meets final criteria.

Offers Assistance to Peer 4.57

PERFORMANCE OBJECTIVE:

During a school day, student will offer assistance to a peer (e.g., helping to hang up a coat, pick up toys), on at least two occasions during a three hour period for three consecutive days.

MATERIALS:

None

SUGGESTIONS FOR INSTRUCTION:

1. Teacher will choose one activity for which he will praise all students in the class for assisting one another (for example, taking off and hanging up coats). Observe target student for 2 days to see if he offers assistance to peers. Include him in the praise if he does so. If not, instruct and physically guide him to offer help and assistance to another student several times until student spontaneously offers to assist a peer in an activity for two days in succession.

2. Choose a second activity (e.g., putting toys away), and repeat the procedure in step 1. Praise students for assisting until the target student meets final criteria of offering assistance to a peer on at least two occasions for three consecutive school days. If necessary, establish a reward for each student who assisted a peer twice each school day.

Picks Up and Replaces Toys Unprompted 4.58

PERFORMANCE OBJECTIVE:

Without instructions from an adult, student will pick up and put away toys after playing with them within five minutes of close of free play period on five consecutive days.

MATERIALS:

Toys, star chart, tangible rewards

SUGGESTIONS FOR INSTRUCTION:

1. At start of free play period, students will be told that they will receive a star on chart if they put away their toys after playing with them. When they have five stars, they will win a prize. At the end of free play, students are not to be reminded to put away their toys. Observe those who have put away toys and give them stars. Request that other students put their toys away by verbal or physical assistance, but do not reward. Continue procedure daily until target student has met final performance criteria.

Purchases Items in Store 4.59

PERFORMANCE OBJECTIVE:

In a store and without adult supervision, student will make purchases by bringing items to check-out stand, giving money to clerk (student does not need to be able to count change), and gives change to parent or adult supervisor, on four of five trials.

MATERIALS:

Money, materials to play a store setting at home.

SUGGESTIONS FOR INSTRUCTION:

1. Play a game of store at home or school. Student must bring objects he wants to purchase to an adult, must give the adult money, and must receive change if there is to be any.
2. Teacher takes student to make purchase in a store. Student should be able to verbalize the knowledge that items taken from a store are to be paid for. Supervise student while he selects item, gives money to clerk, then receives change and returns it to teacher. After 3 - 5 supervised ventures, proceed to step 3.
3. Student goes to store alone. In advance, teacher helps student select what he will purchase. If student does not return in a reasonable amount of time, teacher will go and continue giving assistance. Continue procedure until student meets final criteria of going into store alone, making a small purchase, and returning the change to an adult on 4 of 5 trials.

Apologizes When Appropriate 4.60

PERFORMANCE OBJECTIVE:

When it is appropriate (such as when student accidently hurts someone or causes accident) the student will apologize on 75% or more of the observed possible occasions for 4 consecutive days.

MATERIALS:

Stuffed animal

SUGGESTIONS FOR INSTRUCTION:

1. When situations arise where an apology is appropriate, use them as a learning episode for the student. Explain the importance of using the words "I'm sorry" or "Excuse me". Model for the student how to apologize and encourage him to imitate you. After student imitates numerous times, go to step 2.
2. Set up a play situation in which you take a stuffed animal and accidentally knock it on the floor. Model how to pick up and care for the animal saying, "I'm sorry". Let the student pat the animal and imitate your gestures. Set up other situations that are similar.
3. Whenever occasions arise that student should apologize for observe if student initiates the apology on his own and give praise if he does. If not, then make the apology for the student, for example, "Billy is sorry he bumped into you, aren't you Billy?" Praise the student if he then makes the apology. The student should start to make apologies before you finish making it for him. Always point out apologies that other people make. Continue this procedure until the student meets final performance criteria.

Demonstrates Respect for Property 4.61

PERFORMANCE OBJECTIVE:

In both his own home and at school, student will demonstrate respect for property by showing care for his own and others' possessions (i.e., by not breaking or damaging objects except in rare accidents versus deliberately or through excessively rough play) for more than five weeks.

MATERIALS:

Box to store damaged materials; rewards for good weeks.

SUGGESTIONS FOR INSTRUCTION:

1. Establish a "Friday Box" for the student. Explain that any material he is excessively rough with, or that he damages, will be placed in the box until the following Friday. If the student is destructive to items that are not his own, choose an item that belongs to and is meaningful to the student, and place it in the box. On Friday, when the student opens the box, he must return items that belong to others and must appologize. If the box is empty, the student earns a reward.
2. Teacher will maintain records on student's weekly performance until student meets final criteria.

Works Individually with an Adult for 20 Minutes 4.62

PERFORMANCE OBJECTIVE:

While working individually with an adult, student will remain seated, look at speaker when appropriate, attend to task and not engage in disruptive behavior which will require adult attention for 20 minutes, over 5 consecutive days.

MATERIALS:

Timer, and toy or edible reward.

SUGGESTIONS FOR INSTRUCTION:

1. Instruct student to remain in seat and work on a specific task with an adult for 15 seconds. Tell student a favorite toy or edible will be received at the end of the work period for appropriate behavior. Set a timer for 15 seconds and begin task. Immediately reward student when timer rings and praise. If student does not attend to task as defined in objective, say "No," and physically require student to behave appropriately. When timer rings, reset and say, "No (reward)," and reset timer. When student is rewarded on 90% of work periods for 5 consecutive days, proceed to step 2.

2. Follow procedure in step 1, setting timer for 30 seconds.

3. Follow procedure in step 1, setting timer for 1 minute.

4. Follow procedure in step 1. Continue increasing the work period by 1 minute until the student is working for 20 minutes.

5. Student will remain seated, looking at speaker when appropriate, attend to task, and not engage in any disruptive behavior which will require adult attention for 20 minutes for 5 consecutive days while working with an adult.

Works in a Small Group For 20 Minutes 4.63

PERFORMANCE OBJECTIVE:

While working in a group of three to five students, student will remain seated, look at speaker when appropriate, attend to task and not engage in disruptive behavior which may require adult attention for 20 minutes across three consecutive days.

MATERIALS:

Timer, ribbons, and edible or material rewards.

SUGGESTIONS FOR INSTRUCTION:

1. At the beginning of the group activity, give each student a ribbon or other material. The student will keep this in his possession. Any behavior not conforming to above definition will result in loss of ribbon. Initially, work period will be 30 seconds. Set timer. When timer rings, reward all members of the group possessing ribbons. Tell any student without ribbons, "No reward, you don't have your ribbon." Return all ribbons and reset timer. Proceed to step 2 when all students are rewarded 90% of work periods.

2. Follow procedure in step 1, increasing work period to 1 minute.

3. Follow procedure in step 1, increasing work period to 2 minutes.

4. Follow procedure in step 1. Continue increasing the work period by 1 minute until the student is working for 20 minutes.

5. Student will remain seated, looking at speaker when appropriate, attend to task, and not engage in any disruptive behavior which will require adult attention while working in a group of three to five students for 20 minutes across three consecutive days.

SOCIAL/EMOTIONAL 4.0

Raises Hand for Attention 4.64

PERFORMANCE OBJECTIVE:

During school activities when assistance is needed, student will ask adult for assistance by raising hand, and then, once acknowledged, will wait quietly for turn on 75% or more possible occasions during 30 minute observation periods for 3 successive days.

MATERIALS:

None

SUGGESTIONS FOR INSTRUCTION:

1. Establish classroom procedure for requesting turns by raising hand, by explaining rules to students and praising those who follow rules.

2. Select a specific 30 minute period during the day when assistance from adults is likely to be requested (i.e., during lunch or arts), to observe and record data on target student.

3. Instructor should consistently acknowledge and praise students who request and wait for turn in appropriate manner. Ignore students who violate the procedure and, if necessary, place them in time-out for one minute in a chair away from activity. Continue procedure until student meets final performance criteria.

Raises Hand for Attention in Group Activity 4.65

PERFORMANCE OBJECTIVE:

While participating in a group sharing activity, student will raise hand to speak and then will wait quictly until called upon by teacher on 75% or more of possible occasions during a 15 minute observation period for three consecutive days.

MATEIRALS:

None

SUGGESTIONS FOR INSTRUCTION:

1. Follow procedure outlined in Program 4.64

Waits Turn During a Game 4.66

PERFORMANCE OBJECTIVE:

Without being reminded by adult, student will wait his turn during a game activity for 10 minute periods across three consecutive days.

MATERIAL:

Game previously familiar to student.

SUGGESTIONS FOR INSTRUCTION:

1. Follow procedures outlined in Programs 4.29 and 4.55

States Rules Appropriate to Situation 4.67

PERFORMANCE OBJECTIVE:

When asked what rules he is to obey in a given situation, student will state two rules that are reasonably close to correct for the situation within two minutes of request for three consecutive days.

MATERIALS:

Chart to record progress.

SUGGESTIONS FOR INSTRUCTION:

1. At the beginning of an activity period, such as free play, teacher will state one rule clearly to the students (e.g., "No running inside."). Have students take turns stating rule back to teacher.

2. After activity is over, once again ask students to state the rule. Praise all who recall it, AND all who obeyed it. Place a check on the chart for all students who recalled the rule.

3. At the beginning and end of this activity each day, ask students to state the rule without assistance. When all students have stated the rule three times, go to the next step.

4. Introduce one new rule for the same activity period (e.g., "Put away your toy before you get a new one.") and repeat procedure in steps 1 - 3. However, in order to earn the check on the chart, student must state both rules. Continue until all students or the target student meet final performance criteria.

5. Carry out these procedures for other times of the day. A chart of progress may be used to meet final performance criteria.

States Consequence of Breaking a Rule 4.68

PERFORMANCE OBJECTIVE:

When asked what will happen if a certain rule is broken, student will state the consequences, which are reasonably close to correct as explained previously, for two of two rules across three consecutive days.

MATERIALS:

Chart to record progress of students.

SUGGESTIONS FOR INSTRUCTION:

1. Follow same procedure as outlined in Program 4.67

Remains Quiet While Being Read To 4.69

PERFORMANCE OBJECTIVE:

While in a group of two or more students who are hearing a story being read by teacher, student will remain seated and will look at book or person reading, except to answer questions or make comments pertinent to story, for 15 minute intervals across three consecutive days.

MATERIALS:

Variety of children's books both familiar and unfamiliar to student.

SUGGESTIONS FOR INSTRUCTION:

1. Consider whether student's interest in story is not maintained because of distractions in environment, because the story level is inappropriate, because reading style is not entertaining, or because student has not been provided with sufficient previous listening experiences. Teacher will attempt to correct factors involved.

2. Teacher should read in a setting having as few distracting stimuli as possible, the stories should be carefully selected for content and level, read with excitement, and the student should be permitted to participate by turning pages or telling what will happen next. Many opportunities to listen to stories should be provided.

3. Gradually increase amount of time student is expected to sit, look and listen. At first, read for five minutes. Leave the reading at an exciting point, if possible, so that student will look forward to next session. When student demonstrates ability to sit quietly and look at speaker or book for five minutes across three days in succession, continue to step 4.

4. Repeat step 3, with 10 minute intervals.

5. Repeat step 3 with 15 minute intervals until the student reaches final performance criteria.

Verbally Expresses Thoughts and Ideas 4.70

PERFORMANCE OBJECTIVE:

When participating in a group situation with which student is familiar, student will verbally express thoughts and ideas in an appropriate manner, either through spontaneously volunteering or through teacher request, at least once during four out of five 10-minute group situations. Student must be able to speak in short sentences.

MATERIAL:

None

SUGGESTIONS FOR INSTRUCTION:

1. Instructor should first prompt student to speak in a group situation by asking simple questions that can be answered by one word (i.e., "Do you have a dog?", "What color is your mother's car?") If student does not answer, teacher will model answer and ask student to imitate. Praise the student and encourage others in the group to do the same. When student answers simple questions within 30 seconds of request for two or three days in succession, proceed to step 2.

2. Have student's parent or guardian send a small object to school for the student to share, or give the student something from the classroom before the group starts. Request the student to show his object to the group, and tell them what he has. If necessary, have the student imitate a modeled response a few times. Reward the student with praise and interest in what he has to share. Continue until student shares within 30 seconds of being prompted for 2-3 sessions.

3. Continue to assist student before the group in thinking of something to say or show to the group. Try to expand on the types of information the student shares (e.g., new things he did at home, new clothing, work he is proud of). Prompt the student to raise his hand in order to share, but do not ask the student leading questions. Continue prompts and assistance until the student meets final performance criteria.

SELF HELP 5.0

EATING/DRINKING 5.1

TOILETING 5.2

WASHING & GROOMING 5.3

DRESSING 5.4

SAFETY 5.5

Feeds Self Finger Foods 5.1.1

PERFORMANCE OBJECTIVE:

When presented with crackers or other finger foods during a meal or snack, the student is observed picking up, bringing to mouth and eating the food within five seconds of the verbal instruction to "Eat" from teacher, on four of five trials across three consecutive days.

MATERIALS:

Crackers or other finger foods such as apples, cookies, potato chips.

SUGGESTIONS FOR INSTRUCTION:

1. Begin by placing a cracker on a flat surface. Say "Eat!" Take the student's hand, handshape it around the cracker and bring cracker to the student's mouth. Wait five seconds as student opens mouth and starts to eat cracker. Reward. Gradually fade out the amount of physical help and give physical help through only part of the task.

2. After student is successful at doing the task with only 25% manual assistance, initiate the task with the verbal instruction, "Eat!" and only model the task. Reinforce for imitation. Fade to modeling only the beginning step and parts of the task in which the student is having difficulty. Fade until you are just using the gesture of pointing to the cracker and saying "Eat!" Reward.

3. Prompt student with continuous verbal instruction and verbal prompts such as "Pick it up!", "Put it in your mouth!", fading the verbal prompts till the verbal instruction is given one time only. Reward for successful independent task response.

Holds Bottle Without Assistance 5.1.2

PERFORMANCE OBJECTIVE:

When student is presented with a baby bottle containing liquid, student will hold and drink from bottle unassisted on four of five trials across three consecutive days.

MATERIALS:

Baby bottle filled with liquid

SUGGESTIONS FOR INSTRUCTION:

1. Place the student on back and handshape his hands around the bottle Manually guide the student's arms aiming the bottle toward student's mouth until the nipple is in the student's mouth. Some liquid should get onto his tongue. Reward with praise.

2. Hold the bottle up in front of the student. Tell the student to "Take the bottle". If the child attempts to grasp the bottle, reward. If not, grasp the student's hands and place them around the bottle, giving only partial manual guidance. Reward. Fade out manual assistance.

3. Repeat above procedure, giving prompt, "Put the bottle in your mouth!" along with "Drink". If student puts the bottle in his mouth, reward. If not, manually guide through the task.

4. Fade out prompts until student takes bottle with verbal instruction alone. Reward for independent response to the verbal instruction.

5. Repeat above procedure with a half full bottle so that the student must hold the bottle up to drink. Give the instruction "Drink your bottle". Manually guide through tilting upward motion. Fade assistance as above until student responds to verbal instruction alone. Reward for successful performance.

6. Repeat above procedure with a bottle quarter full.

Holds Cup With Two Hands 5.1.3

PERFORMANCE OBJECTIVE:

When presented with a four to eight ounce cup, filled three quarters full with liquid, student will pick up and hold the cup with both hands, and attempt to drink from it, on four out of five trials across three consecutive days.

MATERIALS:

Four to Eight ounce cup, three quarters filled with liquid, appropriate-sized chair and table.

SUGGESTIONS FOR INSTRUCTION:

1. Place student's two hands around cup and physically assist lifting cup to mouth. Say "Drink!" When cup touches mouth, be sure student received some of the liquid on tongue. Reward

2. Guide cup back onto the table, giving complete physical assistance.

3. Say "Drink!" Offer manual assistance to both hands, but release pressure when the cup is one inch from the student's mouth. Reward only if the cup touches mouth and liquid is on tongue. If after five trials the cup doesn't touch the student's mouth, reduce distance to one half inch and repeat until student can complete the task. Continue to alter distance of cup to mouth until student can perform the last part of the movement from table to mouth independently. Reward.

4. Fade manual assistance until the only time you touch the student is to put both hands on the cup. Reward for independent lifting of the cup to mouth. (Continue to guide cup back to table through all steps of this lesson.)

5. Merely gesture to the cup and give the verbal instruction, "Drink!" Reward.

6. Fade out gesture and just give the verbal instruction, "Drink!" Reward.

Uses Spoon 5.1.4

PERFORMANCE OBJECTIVE:

When student is presented with a teaspoon and a dish of soft food, he will grasp the spoon and insert into the food, partially filling the spoon, on four of five trials across three consecutive days. (Student may spill food in subsequent process of lifting spoon to mouth.)

MATERIALS:

Teaspoon and a dish of soft, sticky food such as pudding or potatoes; an appropriate-sized chair and table.

SUGGESTIONS FOR INSTRUCTION:

1. Teacher manually assists the student by handshaping student's hand around teaspoon, scooping some food into the spoon, partially filling it, and bringing food to student's mouth. The verbal instruction "Eat!" is given. Reward.
2. Fade out manual assistance gradually, and merely gesture to the spoon as the verbal instruction "Eat!" is given. Reward for increasing independent performance.
3. Give only the verbal instruction "Eat!" Reward. (Continuous verbal instruction may be faded until student responds to the single command, "Eat!"

Discriminates Edible Substances 5.1.5

PERFORMANCE OBJECTIVE:

When presented with a selection of familiar edible and non-edible foods, student will demonstrate an ability to discriminate between substances and will not attempt to ingest non-edible items. The student may hold non-edibles in his mouth, but will release them after 10 seconds. Student will perform correctly on 100% of trials.

MATERIALS:

All materials and foods in student's normal setting

SUGGESTIONS FOR INSTRUCTION:

1. When child is observed placing a non-edible into his mouth, teacher removes item immediately and says harshly, "No! That is not food!", while removing object. If child is deaf, teacher will sign "No!"
2. During mealtimes, teacher indicates by saying or signing, "Food!", to the child when food is eaten. Teacher reinforces correct eating by identifying specific food items.
3. Teacher continues procedure until the rate of attempting to eat inappropriate food is zero.

Chews Food Before Swallowing 5.1.6

PERFORMANCE OBJECTIVE:

When presented with a bite-sized piece of soft food, student will partially chew the food before swallowing within 15 seconds after the food is presented on four of five tirals across three consecutive days.

MATERIALS:

Semi-soft bite sized pieces of food such as banana or apple, and appropriate feeding position.

SUGGESTIONS FOR INSTRUCTION:

1. Teacher sits the student before the food and places bite-sized pieces of soft food in student's mouth and tells the student to eat. Student should open his mouth and take the food. If he chews and swallows food, reward him.

2. If the student takes the food but does not chew, teacher may model chewing and manually assist by placing his thumb and index finger just below the student's bottom lip, moving his jaw in a rotary movement. Teacher can put his fingers in student's mouth in front of his teeth and rub his gums to stimulate chewing motions. Reward student.

3. The teacher may also rub the student's throat with downward strokes while the student is swallowing. Gradually reduce the amount of physical help and fade to the verbal prompts to chew or swallow. Reward for successful performance.

4. Teacher gives the student as many opportunities as needed for practice during the day by providing "mini-meals", splitting meals into two parts, thereby having 6 feeding sessions per day.

Drinks From Cup 5.1.7

PERFORMANCE OBJECTIVE:

When student is presented with a four to eight ounce cup, filled three quarters full with liquid, student will lift cup with both hands, bringing it to mouth and drinking from it (although some liquid may spill) on four of five trials across three consecutive sessions.

MATERIALS:

Four to eight ounce cup, three quarters filled with liquid; an appropriate-sized chair and table

SUGGESTIONS FOR INSTRUCTION:

The procedures are the same as for Self Help Eating/Drinking 5.1.3

1. If student does not swallow liquid, the teacher may place his thumb and index finger on the student's throat, telling the student to "Swallow!" Physical prompts for this step may be faded out as soon as student is successful, to the verbal prompt "Swallow!"
2. Fade out verbal prompts when body response of swallowing is firmly established as part of the task sequence.

Eats, Filling Spoon Adequately 5.1.8

PERFORMANCE OBJECTIVE:

When presented with a teaspoon and a dish of soft food, student will grasp spoon, insert it into food, fill at least one half of the spoon, and bring spoon to his mouth on four of five trials across three days. (Student may spill food and have difficulty inserting the spoon into his mouth.)

MATERIALS:

Teaspoon and a dish of soft, sticky food such as pudding or potatoes; an appropriate-sized chair and table.

SUGGESTIONS FOR INSTRUCTION:

The procedures are the same as for Self Help - Eating/Drinking 5.1.4, Uses Spoon.

1. Teacher may help student distinguish filling "adequately" by modeling the amount of food that the teaspoon should hold. Student can be handshaped to add or remove food to the desired level, and the teacher may give the verbal prompt, "This much!" until proper discrimination is made. Reward for successful performance.
2. Fade out modeling and prompts as this step is successfully integrated into the whole task of eating with a spoon.

Sucks Through Straw 5.1.9

PERFORMANCE OBJECTIVE:

When presented with a straw and a cup of liquid and requested to drink through the straw, student will hold the straw between his lips and will suck on the straw to draw liquid into his mouth on four of five trials across three consecutive sessions.

MATERIALS:

Cup of juice, transparent straw, mirror and appropriate-sized chair and table.

SUGGESTIONS FOR INSTRUCTION:

1. Give the student a cup of colored juice and a transparent straw. (Straw may be cut on the diagonal if student is unable to achieve success with it presented in the usual manner.)
2. Have student put hand on his abdomen and imitate the teacher taking an in and out breath. Teacher should exaggerate the sound of the breath being taken in. Student imitates. Repeat five times. Reward.
3. Teacher models shape of lips and student imitates. Use mirror to show student his lip shape. Reward.
4. Put the straw into the liquid and model the in breath. Call the student's attention to the liquid going into the straw. Student attempts task in imitation of teacher's actions. Reward.
5. If student has difficulty in accomplishing task, put liquid into the straw and seal one end and insert straw into the student's mouth. Instruct him to "Suck", slowly releasing the seal so that the student gets the liquid easily. Reward.
6. Gradually fade models and teaching actions until the student is sucking on his own when the straw is placed in the glass. Reward each successive approximation, gradually fading rewards so that student is being rewarded for performing at criteria.

Drinks From Cup Well with Both Hands 5.1.10

PERFORMANCE OBJECTIVE:

Presented with a four to eight ounce cup three quarters full of liquid, student will lift cup to mouth with both hands, drink without spilling and return cup to table on four out of five trials across three consecutive sessions.

MATERIALS:

Four to eight ounce cup, three quarters full of liquid and an appropriate-sized chair and table.

SUGGESTIONS FOR INSTRUCTION:

1. Teacher sits at a table with the student and a four to eight ounce cup three quarters full of liquid. Model the drinking process, picking up the cup with both hands, drinking, and replacing cup on table.
2. The teacher urges the student to imitate the drinking process by saying, "Now you try it". Give manual assistance at this point if it is needed. Reward successive approximations.
3. If manual assistance is needed, the teacher fades it out gradually until the student is responding independently. Continue to reward successive approximations.
4. If he notices any spilling while the student drinks, the teacher shows the spilled liquid to the student and says, "No spilling". Time-out by turning the student away from the table for ten seconds.
5. Continue until student meets performance criteria.

Uses Spoon Without Spilling 5.1.11

PERFORMANCE OBJECTIVE:

Presented with a teaspoon and a dish of soft food, student will fill the spoon with food and will bring it to his mouth without spilling on four out of five trials across three sessions.

MATERIALS:

Strip of masking tape, teaspoon and a dish of soft, sticky food such as pudding or potatoes; an appropriate-sized chair and table

SUGGESTIONS FOR INSTRUCTION:

1. Filling the spoon well (spoon should contain a full amount)

   a. Teacher may help student distinguish filling well by modeling the amount of food that the teaspoon should hold. Student can be handshaped to add or remove food to the desired level, and the teacher may give the verbal prompt, "This much!" until proper discrimination is made. Reward for successful performance.

   b. Fade out modeling and prompts as this step is successfully integrated into the whole task of eating with a spoon.

2. Inserts it well into mouth

   a. Teacher may model opening mouth and placing whole teaspoon in mouth. Student is rewarded for successful imitation of opening mouth and inserting the spoon.

   b. The spoon may be marked just below bowl to aid the student in distinguishing how far the spoon must go into the mouth. This can be done with masking tape, and should be removed from the spoon as soon as the student is making the correct response.

Unwraps Covering 5.1.12

PERFORMANCE OBJECTIVE:

Given a wrapped item, such as candy or crackers, student will unwrap the covering using fingers or teeth, without damaging the item, on four out of five trials within one minute of presentation.

MATERIALS:

Wrapped item, such as crackers, candy, sandwich

SUGGESTIONS FOR INSTRUCTION:

1. Place covered item on table before student. Model unwrapping one item by opening hole in end of wrapping, grasping two ends to pull apart, and removing food. Instruct student to open the item and praise any attempts to unwrap.
2. If no response, teacher unwraps item without removing food, and repeats request. Teacher repeats procedure until student can independently pull food from wrapping on 4 of 5 trials. All attempts are reinforced by teacher.
3. Teacher models unwrapping item, assisting student until student can open wrapping independently. Teacher reinforces and repeats procedure until 4 of 5 trials are independently successful.
4. Teacher repeats procedure, giving assistance only to initial opening of wrapping.
5. Teacher fades all physical assistance until student independently unwraps item upon request.

Holds Cup With One Hand 5.1.13

PERFORMANCE OBJECTIVE:

When presented with a four to eight ounce cup filled three quarters full with liquid, student will hold cup with one hand and will drink without spilling, returning cup to table on four out of five trials across three consecutive days.

MATERIALS:

Four to eight ounce cup, three quarters filled with liquid, appropriate-sized chair and table, appropriate-sized cup for student's hand size.

SUGGESTIONS FOR INSTRUCTION:

1. Place student's hand around cup and physically assist lifting cup to mouth. Reward.
2. Hold student's free hand if necessary until task is successfully completed. Reward for independent performance of task.
3. Fade out manual assistance until student is drinking with one hand holding the cup.
4. In case of spilling, remediate as in Self Help Eating/Drinking 5.1.10 Drinks Well From a Cup - Both Hands (See spilling).

Keeps Lips Closed While Chewing 5.1.14

PERFORMANCE OBJECTIVE:

While eating a snack or lunch, student will close lips and chew after each bite on four out of five bites across five consecutive sessions.

MATERIALS:

Snack, lunch, mirror

SUGGESTIONS FOR INSTRUCTION:

1. Observe student while eating. If student does not keep mouth closed while chewing say, "Close your lips". If no response, model and repeat request.
2. If student does not close his lips, say, "Close your lips" and physically close the lips. Use mirror to show student his own lips. Praise independent attempts. Repeat until criterion of four out of five trials independently is met.
3. Begin using foods and repeating, "Close your lips" when necessary. Praise efforts and use mirror contingently only when lips are closed. Repeat until criterion is met.
4. Generalize procedure to group meal or snack setting, until student again meets criterion.

Uses Napkin 5.1.15

PERFORMANCE OBJECTIVE:

When presented with a napkin and when requested by teacher to "Use your napkin", student will use napkin to wipe hands and face on four of five trials within 30 seconds of request across three consecutive sessions.

MATERIALS:

Napkin and a mirror

SUGGESTIONS FOR INSTRUCTION:

1. After snack or lunch, model use of napkin to wipe face and hands and tell student to "Use your napkin". Praise any independent attempts.

2. If no response after 5 seconds:
   - a) verbally prompt student to use napkin
   - b) point to napkin in student's hand
   - c) place napkin in student's hand, wipe face
   - d) place napkin in student's hand, wipe face, place napkin between hands and rub hands together

   Physically guide student up to stage d, allowing for any independent efforts by moving slowly through steps. Praise for independent effort. Use mirror to reinforce clean face and hands. Repeat until four of five trials are successful.

3. Follow procedure of verbal prompt, physical assistance and praise for independent attempts up to stage c. Repeat until criterion of four of five trials are successful.

4. Repeat procedure up to stage b.

5. Repeat procedure up to stage a, using verbal prompts when necessary. Fade verbal prompts until student wipes most of food off face and hands four of five times over 3 days.

Uses Spoon With Little Spilling, Beginning of Supinate Grip 5.1.16

PERFORMANCE OBJECTIVE:

Presented with a spoon and a dish of soft food, student will hold the spoon with a supinate grip (between thumb and index finger), versus a palmar grip (grasping utensil with fingers closed around handle toward palm of hand), with little spilling, on four of five trials across three consecutive sessions.

MATERIALS:

Spoon and dish of soft food such as potatoes or pudding.

SUGGESTIONS FOR INSTRUCTION:

Entry Skills

1. Teacher handshapes for supinate grip by placing utensil between thumb and index finger. Remaining fingers can be left free from handle, and eventually student can be taught to relax these fingers. Manually guide student through the complete eating task and reward student.
2. Teacher fades out manual assistance as response becomes more correct. Reward for successive approximations.

Spilling

1. If instructor notices spilling while student eats, instructor shows spilled food to student while saying, "No spilling!". Student is taken away from table for 10 seconds.
2. Student is returned to table and manually guided through correct eating response while cautioned against spilling. Correct responses are rewarded.

Fills and Drinks from Cup 5.1.17

PERFORMANCE OBJECTIVE:

When given a cup and liquid and requested to get a drink, student will fill cup with liquid and drink the liquid within one minute of request on four of five trials across three consecutive sessions.

MATERIALS:

Cup, liquid, (water from faucet or fountain)

SUGGESTIONS FOR INSTRUCTION:

1. Model getting drink from faucet or fountain. Follow procedure of:
    a) picking up cup
    b) turning water on
    c) partially filling cup
    d) drinking water

   Instruct peer to model procedure and verbally name stages. Request student to "Get a drink." Praise independent effort.

2. If no response within 5 seconds, repeat request and follow procedure of verbal prompt (cup, water, fill the cup, drink), praise for independent attempt, then physical assistance up to step 1d. Repeat until 4 out of 5 trials are successful.

3. Repeat procedure up to step 1c until criterion is met.

4. Repeat procedure up to step 1b until criterion is met.

5. Repeat procedure up to step 1a.

6. Fade verbal assistance until student can get a drink without any help within 1 minute of request on four of five trials.

Can Bite Well 5.1.18

PERFORMANCE OBJECTIVE:

When given crisp food, student will use front teeth with sufficient strength to bite through food on four of five trials within 10 seconds of receiving food, across three consecutive sessions.

MATERIALS:

Crisp food such as celery, carrots, apple slices, or what student prefers.

SUGGESTIONS FOR INSTRUCTION:

1. Slice crisp foods into small sections and request student to take a slice. If student picks up food and tries to bite it, give praise. If student does not respond within 5 seconds or if student cannot bite with sufficient strength, give verbal request, "Bite" and physically assist by placing food between upper and lower teeth, placing your fingers on the cheekbones and thumbs on the jaw bones and pressing together.

2. Repeat procedure, fading physical pressure to assistance where needed, or lessen physical pressure by 50% if complete shaping is necessary. Repeat until student bites through food four out of five bites over 3 days. Praise independent attempts.

3. Give verbal prompt, "Bite", fading manual guidance until no physical assistance is needed on four out of five trials.

4. Fade verbal prompt until student bites through food when offered a slice for four out of five trials, within 10 seconds of receiving food, over 3 days.

Moves Tongue In Imitation 5.1.19

PERFORMANCE OBJECTIVE:

When shown a model of a variety of tongue actions (extending tongue out as far as possible, out and up, etc.), student will closely imitate each action on five of seven trials for each action across three consecutive sessions.

MATERIALS:

None

SUGGESTIONS FOR INSTRUCTION:

1. Begin by establishing imitation control by putting hands in the air and telling student, "Do this!" Reward imitation.

2. Say, "Do this!" for the following actions. Model:
    a) extending tongue out as far as possible
    b) extending tongue out and up
    c) extending tongue out and to both corners of mouth
    d) extending tongue out, moving it up and down rapidly
    e) extending tongue out, moving it back and forth rapidly
    f) placing tongue behind upper teeth
    g) pushing cheek out with tongue from inside, on both sides

3. Reward for each action, fading out rewards until student performs the whole series. Aim for good imitation, but reward for successive approximations as well.

Pours Liquid From Pitcher 5.1.20

PERFORMANCE OBJECTIVE:

Given a pitcher containing liquid, and a glass or paper cup and requested to pour the liquid, student will grasp the pitcher with one or both hands and will pour the liquid into the cup without spilling liquid, within 15 minutes of request on four of five trials across three consecutive days.

MATERIALS:

Plastic pitcher with spout (appropriate size for student), half full of water, juice or milk; four to eight ounce cup.

SUGGESTIONS FOR INSTRUCTION:

1. Place pitcher and cup on table in front of student (student should be standing). Model grasping pitcher with one or both hands and pouring liquid into cup. Request of student, "Pour the (juice), please." If student responds, praise and assist as necessary to prevent spilling.

2. If there is no response within 5 seconds, repeat request and handshape student in the procedure:
   a) grasp pitcher with one hand (two hands for young child) and cup with the other hand
   b) lift pitcher up to and touching cup
   c) pour liquid into cup, half to completely full

3. Repeat step 2 up to stage c until student independently pours on four of five trials. (If spilling is a problem, place the cup in the student's hand with the index finger pointing down into the cup. Guide the student's other hand to the spout of container, then to the handle. Place the container spout-side next to the cup. When the liquid fills the cup and touches the student's finger, say "Stop" and remove container. Repeat until criterion is met.)

4. Repeat step 2 up to stage b until criterion is met.

5. Repeat step 1 until criterion of four of five trials over 3 days is met with no spilling.

Spreads With Butter Knife 5.1.21

PERFORMANCE OBJECTIVE:

Given a slice of bread, butter and a knife and requested to spread the butter, student will use knife to transfer butter to bread, and will spread the butter over at least half of the bread's surface, within 30 seconds of request on four of five trials across three consecutive days.

MATERIALS:

Butter knife, semi-soft butter (peanut butter or other substance that is reinforcing to student), slice of bread or cracker

SUGGESTIONS FOR INSTRUCTION:

1. Set material in front of student, model spreading butter on bread, then instruct student, "Show me how you put the butter on". Praise independent efforts.

2. If no response within 5 seconds, follow 3 stage procedure:
    a) place student's hand on knife
    b) assist student in getting butter on knife
    c) assist student in spreading butter in back and forth motion across bread at least 2 times

   Handshape student through procedure, spreading butter back and forth one time, letting student spread independently one time. Praise independent effort. Continue until student spreads one time independently four of five trials.

3. Repeat step 2 up to stage c until four of five trials are successful.

4. Repeat step 2 up to stage b.

5. Repeat step 1 until student meets performance criteria.

Cleans Spills Using Towel 5.1.22

PERFORMANCE OBJECTIVE:

When water is spilled on the table and student is given a towel and requested to clean the spill, the student will use towel to wipe and absorb the water within 2 minutes of request on four of five trials.

MATERIALS:

One-eigth cup of water, table, paper towels

SUGGESTIONS FOR INSTRUCTION:

1. Spill small amount of water (1/8 cup) on table. Give student a towel, modeling wiping up water in back and forth motion. Say, "Let's wipe it up". Praise independent attempts. If student does not respond, handshape through task by guiding student's hand with towel over the water. Continue until student wipes in back and forth motion four out of five times.
2. Continue procedure with verbal prompt, "Wipe here" to point out spots of water student does not wipe up until student wipes up 90% of the spill on four of five trials.
3. Fade instructional assistance until student wipes up water to criterion level independently.

Uses Fork to Bring Food to Mouth 5.1.23

PERFORMANCE OBJECTIVE:

When presented with a fork and food, student will use fork with any grasp to spear or scoop food, and will bring food to mouth without spilling on three of three trials.

MATERIALS:

Fork; meal or snack

SUGGESTIONS FOR INSTRUCTION:

1. Model use of fork; if student imitates, give praise.
2. If no response, assist student to spear food, saying, "Take a bite," and bring food to mouth. Praise any independent attempts toward fork feeding.
3. Continue procedure by handshaping bringing the food three quarters of the way to mouth. When student independently completes bringing food up to and into mouth on four of five trials, step is complete.
4. Fade assistance, bring food one-half way to mouth. Continue until four of five trials are independently completed.
5. Fade assistance to spearing the food with the fork until criterion is met.
6. Fade all physical assistance, continuing until student independently uses fork, taking three out of three bites without spilling.

Controls Drooling 5.1.24

PERFORMANCE OBJECTIVE:

Student will control drooling and will maintain dry shirt front for 90% of time, including meals. For prerequisite skills, refer to 5.9, 5.14 and 5.25; Self Help - sucking, lip closure, and swallowing respectively.

MATERIALS:

Mirror, bib, token chart broken into time intervals and tokens for older students.

SUGGESTIONS FOR INSTRUCTION:

A.1. Chart length of time student can remain dry. Make chart broken into time intervals, starting with time student can stay dry and increasing in appropriate levels.

2. Instruct student that he can win a reward for not drooling, show the time chart and say, "For each ½ hour you stay dry (time adjusted to student's entering ability), you get a check (token, etc.)." Put on bib and set timer. If student is dry, praise and record win, if not dry, student:
   - a) wipes face
   - b) rinses mouth with mouthwash
   - c) looks in mirror to see if face is clean
   - d) changes bib

3. Continue procedure, gradually increasing length of time required to win token until student remains dry 90% of time and wins reward.

OR

B.1. Place bib on student. When student drools, point to drooling, saying, "No drooling." Turn student's chair to wall for 15 seconds. Turn chair back towards teacher, handshape student in wiping face, change bib. Repeat procedure each time drooling occurs. Praise for dry face and bib. A mirror can be used so that student can see drool, see to wipe face and see a clean face again.

2. When teacher says, "Drooling", student wipes own mouth Use mirror to show student his face when clean.

3. Fade instructional assistance until student wipes own mouth without prompt, and does not drool 90% of the time.

Swallows Between Bites of Food 5.1.25

PERFORMANCE OBJECTIVE:

When eating a meal or snack, student wil swallow each bite of food before putting another bite of food in mouth on four of five trials.

MATERIALS:

Soft baby foods, soft chewable foods, foods student likes.

SUGGESTIONS FOR INSTRUCTION:

1. Begin with baby foods. After student has the food in the mouth, give verbal instruction, "Swallow". Reinforce if there is a swallowing response.

2. If no response within 5 seconds, rub the muscles in front of the student's neck, or push with the thumb under the jaw area to force the food down the throat so that the student will swallow. Give only enough food for one mouthful at a time. Repeat until criterion of four out of five bites swallowed is reached.

3. Repeat above procedure using such soft foods as a banana, repeat until four of five bites is swallowed independently.

4. Repeat using hard foods.

5. When student will swallow either by himself or with verbal prompt, begin serving the whole meal or snack. Reinforce correct responses; fade the verbal prompt until criterion of three of three bites are swallowed before the next bite is taken.

Uses Knife and Fork to Cut 5.1.26

PERFORMANCE OBJECTIVE:

When presented with a knife and a fork, food that needs cutting, and the request to cut the food, student will hold knife in predominant hand with index finger directed downward parallel to blade. Student will hold fork in other hand in a similar manner and will cut by applying pressure while using a sawing motion to manipulate the knife. Student will cut through four of five pieces of food within two minutes of request over three consecutive days.

MATERIALS:

Knife, fork, food which requires cutting

SUGGESTIONS FOR INSTRUCTION:

1. Student sits at a table with plate of food, knife and fork to the side of plate. Teacher requests, "Cut your food with the knife." Praise any independent cutting responses, model and/or handshape as necessary to correct student.

2. If no response within 5 seconds to model, follow procedure:
    a) place fork and knife in student's hands
    b) position fork and knife on food
    c) hold fork still and cut back and forth with knife, giving verbal prompt, "Cut"
    d) repeat stage c until food is cut into two pieces giving verbal prompt, "Cut" as necessary

   Handshape student through procedure, allowing for independent approximations of stage d. When criterion of four of five bites are cut completely through is met, move to next stage.

3. Repeat step 2 up to stage c until four of five trials are successful.

4. Repeat step 2 up to stage b until four of five trials are successful.

5. Repeat step 1 until performance criterion is met with no verbal or physical prompts necessary.

Sets Table 5.1.27

PERFORMANCE OBJECTIVE:

Given appropriate place setting materials for a meal and requested to set the table at a specified location student will place plate in front of self with napkin to the left of plate, fork next to napkin, spoon to the right and cup above the plate. Student will set table correctly within three minutes of request on three of four trials.

MATERIALS:

Forks, spoons, napkins, plates, and cups.

SUGGESTIONS FOR INSTRUCTION:

1. Set materials on table, model and verbally label place setting:
    a) setting plate on table
    b) cup above plate
    c) napkin beside plate
    d) fork next to napkin
    e) spoon on other side of plate
2. Instruct peer to set table and say names of items, assist as necessary, praise correct responses.
3. Instruct student, saying, "Please set the table here" and indicate place. Instruct peer to assist student with verbal prompts and physical assistance when necessary. Continue procedure until student sets three of four places correctly with help.
4. Instruct peer in fading physical assistance, continue until student sets three of four places correctly with verbal prompts only.
5. Instruct peer in fading verbal prompts until student independently sets three of four place settings correctly within three minutes of request.

SELF HELP - EATING/DRINKING 5.1

Serves Self Food 5.1.28

PERFORMANCE OBJECTIVE:

When presented with a plate and a serving bowl containing food, student will serve self a helping of food appropriate to age, without spilling, on three of four trials over three consecutive days. Suggested age-appropriate sizes are one or two cookies, three to five chips, two to four scoops semi-solid or liquid food.

MATERIALS:

Serving bown with food (cookies, chips, pudding, ice cream or other lunch or snack foods), serving spoon, plates

SUGGESTIONS FOR INSTRUCTION:

1. In group setting, at lunch or snack, set platter of cookies, chips, or other solid food on table.. Ask each student to serve himself a small amount. Praise each for getting a small amount. Physically remove platter saying, "No more," if student takes more than one or two. Student meets criterion when he takes just one or two items on three of four trials.
2. Serve the semi-solid portion of lunch or snack in serving bowl; handshape using spoon if necessary. Repeat procedure in step 1 until student serves self two to four scoops without spilling on three of four trials. Praise for taking small amounts and no spilling.
3. Serve semi-liquid food such as pudding or jello, repeating procedure until student meets criterion of step 2.

Clears Table 5.1:29

PERFORMANCE OBJECTIVE

After a meal involving use of appropriate place setting materials, and when requested to clean his place, student will remove all items from table to a designated location within one minute of request on three of four trials across three consecutive days.

MATERIALS:

Place setting: cup and napkin - juice time
lunch plate, utensils, cup and napkin - lunch

SUGGESTIONS FOR INSTRUCTION:

1. After juice, instruct peer to clear place, praise correct responses.

2. Instruct student, saying, "Clear your place". Praise and correct as necessary to complete task. If no response within 5 seconds, repeat command and handshape student through task of picking up cup and napkin and putting in sink and/or garbage. Praise independent attempts.

3. Repeat step 1, and instruct student to "Clear your place". Fade assistance to placing student's hands on the cup and napkin, praise independent attempts to clear place. Criterion is met when student clears his place on three of four trials.

4. Repeat step 1, instruct student, fading to any necessary brief assistance. Continue procedure until student independently meets criterion of no more than one request on three of four trials over three days.

B. Generalize procedure to lunch time setting.

SELF HELP - TOILETING 5.2

Maintains Dry Diapers 5.2.1

PERFORMANCE OBJECTIVE:

Student will maintain dry diapers for two hours on three of four trials across five consecutive days.

MATERIALS:

None

SUGGESTIONS FOR INSTRUCTION:

1. Record a time when the student has wet diapers. Change to dry diapers.
2. The next time that the student is wet record the time again. If it has not been two hours since the last time he was wet, say "No, you just went _____ (word the student associates with urination). You should have waited longer to go again. Do not praise or reward but change to dry pants.
3. If it has been two hours or longer, praise and reward the student while changing his pants.
4. Continue until criteria are reached.

Maintains Regular Bowel Habits 5.2.2

PERFORMANCE OBJECTIVE:

Student will have one or two bowel movements at the same general time each day for five consecutive days.

MATERIALS:

None

SUGGESTIONS FOR INSTRUCTION:

1. Keep record of the student's bowel movements for five days.
2. If there are one or two same general times during the day when the student has a bowel movement, then praise him for eliminating at these times and only at these times. If the student goes at times other than these, say, "No, it's not after breakfast (or whatever the right time is to go), you shouldn't have to go now."
3. If the student doesn't have any set times to eliminate then make one or two. Generally thirty minutes after breakfast is good and again in the evening if needed. Follow step two until criteria are reached.

Remains Seated on Toilet 5.2.3

PERFORMANCE OBJECTIVE:

When placed on toilet, under the supervision of an adult, student will remain seated on toilet for five minutes, one out of two trials.

MATERIALS:

One normal-sized toilet, or, if the student is too small, a child's toilet.

SUGGESTIONS FOR INSTRUCTION:

1. The student is taken to the toilet and placed on the seat at regularly scheduled times during the day.
2. The student is to sit on the toilet for at least five minutes or until he has eliminated. If the student does not sit quietly, try to distract him with a singing game or physically hold the student on the toilet. After he has been quiet for ten seconds, release the hold. If he is unable to sit on the toilet because of a physical handicap, shape the student's body into the required position and give any support necessary. Gradually fade the support if the student shows an indication of being able to sit independently.
3. If necessary, the student may be reminded to be quiet.
4. Immediately on removal from the toilet seat, the student is to be rewarded for sitting patiently if he has sat quietly for at least thirty seconds.
5. Continue steps 1 through 4 until the student sits quietly for the full five minutes or until he has eliminated.

Indicates By Gestures When Wet 5.2.4

PERFORMANCE OBJECTIVE:

When asked, "Are you wet?", student will point to self and nod head to affirm or deny on one out of two trials within five seconds of question.

MATERIALS:

None

SUGGESTIONS FOR INSTRUCTION:

1. Each time the student is wet say, "You're wet. You're wet." Put the student's hand to the wet area and repeat, "You're wet. You're wet." At the same time nod your head. Ask the student to imitate.
2. If the student is deaf, sign "wet" to him while saying "Wet" and place his hand on the wet area. If the student is blind or deaf/blind sign the word "wet" onto one of his hands and have him feel the sign with his other hand while it is touching the wet area. Then shape his hand in the appropriate way to indicate "wet". Gradually fade the shaping of his hand until he can make the sign independently.
3. Repeat this process twice each time the student is wet until criteria level is reached.
4. Reward student when the appropriate gestures answer the question, "Are you wet?"

Moves Bowels At Appropriate Time 5.2.5

PERFORMANCE OBJECTIVE:

When placed on the toilet at the appropriate time, student will move bowels on five consecutive days. Student will not move bowels at any other time.

MATERIALS:

Toilet

SUGGESTIONS FOR INSTRUCTION:

1. For five days keep a log of when the student has bowel movements.

2. When bowel movement cycles are identified, bring the student to the toilet at the time he usually eliminates. Reward proper use of the toilet.

3. If the student has an accident say, "You needed to use the toilet. Please tell me." Then take the student to the bathroom and place him on the toilet. If he is able to complete the bowel movement on the toilet, praise him immediately. Reward proper use of the toilet and ignore accidents.

Awakens and Cries at Night to be Changed 5.2.6

PERFORMANCE OBJECTIVE:

When student needs to have diaper changed at night, he will awaken and cry on three out of four trials across five consecutive nights.

MATERIALS:

potty alert device

SUGGESTIONS FOR INSTRUCTION:

1. When the student goes to bed at night set up the potty alert device in the following way:
   a) the two moisture sensitive electrodes will be attached to the student's pants in a position where they may immediately detect moisture when the student urinates
   b) the lead wires from the electrodes will run through the student's pants to the buzzer box
   c) the buzzer box will be attached to the student's pants

2. When the student awakens and cries at night after the potty alert has gone off, immediately go to the student and say, "Good for telling me you're wet", and immediately change the student's pants. Continue to praise the student while putting on his dry pants.

3. The student may be rewarded with a story until falling back to sleep.

4. Continue this procedure for five nights. Then on the sixth night don't use the potty alert device. If the child awakens and cries when wet, follow steps 2 and 3. If not, and the student is wet the next morning tell him, "You're wet, you should have told me," and go back to step 1.

Sits on Toilet up to Five Minutes Unsupervised 5.2.7

PERFORMANCE OBJECTIVE:

When placed on toilet, without adult supervision, student will remain seated without demonstrating resistance for at least five minutes or until having urinated, for one out of two trials.

MATERIALS:

One appropriate-sized toilet

SUGGESTIONS FOR INSTRUCTION:

1. The student is placed on the toilet at regularly scheduled times during the day. Sing to him or tell a story. Stay with the student for four and a half minutes on the first day of training. The next day stay four minutes, then three minutes the next day. Continue reducing the time until the student is able to sit alone for five minutes.

2. If the student resists being placed on the toilet, ignore the behavior and continue to talk or sing. If the student continues to resist, hold him on the toilet while leaning over and tell the student, "You're such a big boy/girl for sitting on the toilet."

3. Repeat step 1.

Verbally Indicates Toilet Needs Using One Word 5.2.8

PERFORMANCE OBJECTIVE:

When student needs to be changed or to go to the toilet, he will indicate toilet needs by stating the same word for both functions at appropriate times during five consecutive days.

MATERIALS:

Toilet

SUGGESTIONS FOR INSTRUCTION:

1. Each time the student is wet or is going to the bathroom, have him look at or feel the wetness and say a sound or a word which is already a part of the student's vocabulary to indicate toileting behavior. For example, if the student is able to produce the sound "p", produce this sound each time the student is wet or is going to the toilet and reward him for going. If the student is able to say words, have him say an appropriate word. The sound or word should convey the meaning of going to the toilet such as pee-pee, potty, ca-ca, or whatever word is used in the student's environment. In the beginning of training reward the student for eliminating in the toilet or producing any sound in imitation of the trainer's word for toilet. If the student is deaf, blind, or deaf/blind, use the procedures for teaching the signing of the word "toilet".

2. After the student has associated the sound, word, or sign with the sensation of being wet or the act of using the toilet, ask that he make the desired response when necessary and reward it immediately by either changing his pants or taking him to the bathroom. Prompt the student if necessary and then gradually fade the prompt until the desired response is given.

Uses Toilet Immediately After Being Placed 5.2.9

PERFORMANCE OBJECTIVE:

When student needs to urinate and is placed on toilet, student will relieve self in toilet within two minutes of being placed on three out of four trials across three consecutive days.

MATERIALS:

Toilet

SUGGESTIONS FOR INSTRUCTION:

1. Give the student as much as he will drink and as often as he will drink it.
2. After the liquid is given, place the student on the toilet and wait until he urinates. Reward him immediately while he is urinating. Continue this procedure for two days.
3. After the second day, place him on the toilet and say "go potty now", or sign "potty". Reward him if he goes within ten minutes of being placed.
4. Gradually decrease the time needed to go to the bathroom by rewarding first when he goes within nine minutes, then eight, then seven, and so on until he goes within two minutes of being placed on the toilet. If he takes more than the required time to urinate, do not reward. Instead, ignore him and help him off the toilet.
5. Follow a daily schedule of toileting at specific times.

Indicates Toilet Needs With Two Different Words 5.2.10

PERFORMANCE OBJECTIVE:

When student needs to urinate or move bowels, student will indicate need by using appropriate word for each function within five seconds of being asked, on two out of three trials.

MATERIALS:

Toilet

SUGGESTIONS FOR INSTRUCTION:

1. After student has used the toilet say, "You went '_____' , say '_____'.
2. Repeat above procedure until when asked "What did you do?" after using toilet, student can indicate correct function.
3. Before sitting on the toilet, ask student "Do you have to go '____' or '_______'?" If the student indicates the correct function, reward by social praise. If incorrect, do not reinforce and repeat step 1.
4. Student will verbalize correct toilet need when asked, "Do you have to go '____' or '____'?", and will verbalize what was done when asked "What did you do?"

Demonstrates Daytime Bladder Control 5.2.11

PERFORMANCE OBJECTIVE:

When placed on a specific time schedule of toileting every one or two hours, student will demonstrate daytime bladder control by relieving self on toilet for 80% of the time with no more than one accident per day for five consecutive days.

MATERIALS:

Toilet

SUGGESTIONS FOR INSTRUCTION:

1. Place student on toilet once every hour for five minutes beginning immediately after waking and continue on hourly schedule until bedtime.
2. Provide models by having other people (who use the toilet appropriately) use the toilet near him at the same time and have him observe them receiving rewards.
3. If student wets his pants, do not say anything except, "You are wet". Change pants without positive facial or physical expression.
4. When checked at hourly interval, reward student if he is dry.
5. When appropriate use of toilet is demonstrated, reward profusely. (Give twice as much reward as received for dry pants.)

Demonstrates Daytime Bowel Control 5.2.12

PERFORMANCE OBJECTIVE:

When placed on a specific time schedule of toileting, student will demonstrate daytime bowel control by relieving self on toilet once every 24 hours with no more than one accident in five days.

MATERIALS:

Toilet

SUGGESTIONS FOR INSTRUCTION:

1. Keep records for at least five days of how many times and when the student has a bowel movement.
2. After bowel movement cycles are identified, take student to bathroom and place on toilet at the same time he usually eliminates. Reward if toilet is properly used.
3. If an accident occurs say, "You messed your pants! Go to the toilet!" Then take to the bathroom and place on toilet. If student is able to complete bowel movement on the toilet, praise immediately.
4. If student does not have bowel movement every 24 hours adjust diet by adding foods such as fruits or others with mild laxative effect until bowel movements increase and stabilize over a 24 hour period.
5. Student will have one bowel movement every 24 hours with no more than one accident in five days.

Flushes Toilet 5.2.13

PERFORMANCE OBJECTIVE:

After using toilet, student will flush toilet by pulling down on toilet handle within 30 seconds after using toilet on three out of four trials for three consecutive days.

MATERIALS:

Toilet

SUGGESTIONS FOR INSTRUCTION:

1. After student has completed toilet needs and dressing say "Flush the toilet."
2. Model procedure for flushing and ask the student to repeat. If necessary, assist by putting your hand over the student's hand and placing hands on the handle of toilet. Pull down with sufficient strength to flush the toilet.
3. Gradually reduce the amount of physical guidance to flush toilet by applying less pressure to student's hand until he flushes toilet with instructions only.
4. Fade instructions by:
    a) giving full instructions after using toilet
    b) wait 10 seconds after using then say; "Flush"
    c) wait 10 seconds then point to the flush handle
    d) check 30 seconds after student uses toilet to see if flushed
5. After using toilet, student will flush toilet within 30 seconds three out of three times for three consecutive days.

Does Not Wet the Bed 5.2.14

PERFORMANCE OBJECTIVE:

When placed on a specific time schedule of toileting 15 minutes before bed and within 15 minutes after arising in the morning, student will refrain from wetting bed on six out of seven consecutive nights.

MATERIALS:

Bed, toilet

SUGGESTIONS FOR INSTRUCTION:

1. Before going to bed at night place student on toilet. Say, "Go '______'". If student urinates, praise.
2. If student does not use the toilet, tell him not to wet the bed and to call an adult if he has to go to the toilet during the night.
3. If student calls to get up at night and use toilet, praise. If student wets the bed say, "You are wet" and place on the toilet.
4. If bed is not wet in the morning, reward student.
5. Place on toilet within 15 minutes of rising and praise if student uses toilet.

Goes To Toilet Independently 5.2.15

PERFORMANCE OBJECTIVE:

When student needs to relieve self, student will go to toilet, remove clothes (if they are simple) without adult supervision, and will use toilet independently on two of three trials across three consecutive days. Student may need assistance in using toilet paper, flushing toilet, and adjusting clothing.

MATERIALS:

Toilet

SUGGESTIONS FOR INSTRUCTION:

1. Student will be taken to toilet whenever he indicates a need or whenever toileting schedule calls for it.
2. Take to within two feet of toilet and say, "Go to the toilet". If he does so, reinforce immediately. If he does not go within ten seconds, prompt by physically assisting to toilet until he does so with instructions only.
3. Take to within four feet of toilet and repeat step 2. If he does use toilet, reinforce immediately.
4. Repeat step 2, take to within six feet of toilet.
5. Repeat step 2, take to entrance of bathroom.
6. Repeat step 2, telling student, "Go to the toilet ", from anywhere outside of bathroom.
7. Once student is at the toilet, say, "Pull down your pants." If unable to do so within 20 seconds of command, place his hands around the waist of his pants and guide through the following:
   a) grip pants at waist with both hands, standing straight
   b) push down pants over hips
   c) push down pants over knees, (bending **position**)
8. Repeat step 7, push pants down over hips only.

9. Repeat step 7, place student's hands on pants only.

10. Tell student, "Pull down your pants". Student will pull down pants below knees within 20 seconds of command.

11. When told, "Go to the toilet," student will go to toilet, pull pants down, and use toilet within 60 seconds of command.

Adjusts Clothes After Going To Toilet 5.2.16

PERFORMANCE OBJECTIVE:

After student has used the toilet, student will adjust clothing by drawing pants up to waist and zipping pants on two out of three trials across three consecutive days.

MATERIALS:

Toilet, pants with front zipper and/or button.

SUGGESTIONS FOR INSTRUCTION:

1. After completing toilet needs say, "(Student's name), pull up your pants". If student is unable to do so, place your hands over student's hands and guide through steps of pulling pants up:
   a) bend down
   b) grip waist of pants with both hands at sides
   c) pull pants up over knees, straightening halfway
   d) pull pants up over hips, straightening completely
2. Teacher and student repeat step 1a to 1c. Without assistance, student performs 1d, pulling pants over hips and straightening.
3. Teacher and student repeat step 1a to 1b. Without assistance, student performs 1c and 1d.
4. Teacher and student repeat step 1a. Without assistance, student performs 1b, 1c, and 1d.
5. Student will pull up pants to waist within 20 seconds after using toilet two out of three times for three consecutive days.
6. If student has zipper on pants, refer to Program 5.4.5 Self Help (Dressing). If button, refer to Program 5.4.17 Self Help (Dressing).

Uses Toilet Paper Appropriately 5.2.17

PERFORMANCE OBJECTIVE:

After a bowel movement or urination, student will remove appropriate amount of toilet paper from dispenser and will completely wipe rectum or genitals on two for three trials across three consecutive days.

MATERIALS:

Toilet, toilet paper in a roll near toilet.

SUGGESTIONS FOR INSTRUCTION:

1. After completing toilet needs say, "(Student's name), wipe your bottom". If student is unable to do so, proceed as follows:
    a) place your hand over student's hand and place on toilet paper roll
    b) pull down on a piece of toilet paper so it unrolls
    c) tear a piece off and bring to area to be wiped
    d) rub toilet paper over area to be wiped in downward motion
    e) drop paper in toilet

2. Teacher and student repeat step 1a to 1d. Without assistance, student performs step 1e.

3. Teacher and student repeat step 1a to 1c. Without assistance, student performs step 1d and 1e.

4. Teacher and student repeat step 1a and 1b. Without assistance, student performs step 1c, 1d, and 1e.

5. Teacher and student repeat step 1a. Without assistance, student performs step 1b, 1c, 1d, and 1e.

6. Student will complete process of using toilet paper independently after a bowel movement or urinating two out of two times for three consecutive days.

Uses Bathroom Independently 5.2.18

PERFORMANCE OBJECTIVE:

When student needs to use toilet, student will independently enter bathroom, close door, pull pants down, use toilet, wipe self, pull pants up, flush toilet and wash hands on three of three trials when assessed once a week for three consecutive weeks.

MATERIALS:

Toilet, toilet paper

SUGGESTIONS FOR INSTRUCTION:

1. Reassess once a day to see that all toilet needs are being met when using the toilet; i.e., flushing, paper use, etc.
2. Verbally praise the student for using the toilet and meeting all needs.
3. If student does not perform all functions, verbally prompt by saying appropriate word for function. Praise for completing process. Refer to appropriate program for reteaching skill.
4. Gradually fade the monitoring of toilet needs by reassessing every other day, every third day, etc., until the student is reassessed only once per week.
5. Student will use toilet independently correctly three out of three times when assessed once a week for three consecutive weeks.

Does Not Cry During Washing and Bathing 5.3.1

PERFORMANCE OBJECTIVE:

When being washed or bathed, student will not cry on three out of three trials across five consecutive days.

MATERIALS:

None

SUGGESTIONS FOR INSTRUCTION:

1. Use another student as a model. Praise him for cooperating while being washed or bathed.

2. Reward student every 10 seconds he has not cried while being washed or bathed.

3. Ignore student while he is crying. Return to washing when student has stopped crying. Do not remove student from the washing or bathing situation while crying.

5. Gradually require the student to go for longer and longer periods of time with no crying before rewarding.

Helps Wash and Dry Hands 5.3.2

PERFORMANCE OBJECTIVE:

When student is taken to sink, water is turned on, and requests are made to wash and dry hands, student will assist by holding hands under water, applying soap, rinsing hands and using towel to dry, with no more than two verbal requests for each of the tasks, on four of five trials across three consecutive days.

MATERIALS:

Sink of appropriate height (or use stool if necessary), soap and towel.

SUGGESTIONS FOR INSTRUCTION:

1. After taking student to the sink and turning water on say, "Put your hands under the water".
2. If no response within 5 seconds, place student's hands under running water. Reward.
3. Wait 5 seconds and repeat request, "Put your hands under the water". If no response, touch hands only. Reward for wetting hands.
4. Repeat request, this time assist by only touching elbows. Reward for wetting hands.
5. Repeat request. Reward any attempts at putting hands under running water. Continue procedure until student puts hands under running water upon request without assistance 3 out of 3 times.
6. Follow same procedure for applying soap, rinsing, hands drying hands.
7. Requests may be repeated a second time.

Walks to Sink 5.3.3

PERFORMANCE OBJECTIVE:

When requested to go to the sink, from a distance of up to two rooms from the sink, student will walk to and stand within one foot of basin, facing the basin, within a period of time to be determined (depending upon the distance student must walk) on four of five trials across three consecutive days.

MATERIALS:

Sink of appropriate height, or use stool when needed

SUGGESTIONS FOR INSTRUCTION:

1. Say, "Go to the sink".
2. If no response within 5 seconds, physically assist student by placing your hands on shoulders and guiding him to sink.
3. Guide student to face basin while standing within one foot of sink. Reward.
4. Gradually reduce the guidance by leading the student only 75% of the distance to the sink. Allow him to walk remaining distance unassisted. Reward.
5. When student walks remaining 25% of distance unassisted, 2 out of 3 times, reduce the guidance to 50% of the distance.
6. When student walks remaining 50% of distance unassisted, 2 out of 3 times, reduce the guidance to 25% of the distance.
7. When student walks remaining 75% of distance unassisted, 2 out of 3 times, reduce guidance by merely pointing to the sink (following usual request, "Go to the sink").
8. When student walks to sink without assistance other than teacher pointing, reduce pointing by:
    a) waiting a longer period of time after request before pointing
    b) pointing only 1 out of 3 trials

9. Reward student each time he goes to sink.

10. When student meets performance criteria, the behavior should be maintained by requiring the student to independently walk to sink when hands are to be washed.

11. Proceed to 5.3.4 and 5.3.7 for increased independence in washing hands.

Turns Water On and Off 5.3.4

PERFORMANCE OBJECTIVE:

When standing within one foot of sink basin and requested to turn on or turn off the water, student will manipulate cold water faucet in response to request within five seconds of request on four of five trials across three consecutive days.

MATERIALS:

Sink of appropriate height (or use stool when needed).

SUGGESTIONS FOR INSTRUCTION:

1. Request student to go to the sink.
2. While student is standing within one foot of basin, say, "Turn on the water".
3. If no response within 5 seconds, place your hand over student's and lift it to faucet. Say, "Turn on the water".
4. If no response within 5 seconds, place your hand over student's and turn faucet. Reward.
5. Gradually reduce the physical guidance by:
   a) using less pressure on student's hand
   b) merely nudging student's elbow to prompt lifting hand to faucet
   c) merely pointing to faucet
6. When student turns on water 4 out of 5 times without assistance, follow above procedure for turning off water. Continue to require student to turn on the water without assistance.
7. When performance criteria is met, the behavior should be maintained by requiring student to independently turn on and off the water when hands are being washed.
8. Proceed to 5.3.6 and 5.3.7 for increased independence in washing hands.

Locates and Takes Own Toothbrush 5.3.5

PERFORMANCE OBJECTIVE:

When guided to the sink and requested to get his toothbrush, student will distinguish own toothbrush from among several others and will grasp toothbrush in his hand within 10 seconds of request on four of five trials over three consecutive sessions.

MATERIALS:

Five toothbrushes, toothbrush rack, and colored tape

SUGGESTIONS FOR INSTRUCTION:

1. The student will be given instructions stating, "It's time to brush your teeth, get your toothbrush".

2. If the student does not locate and grasp the correct toothbrush within 10 seconds the teacher will do the following:
    a) Have only 1 toothbrush in the rack and repeat the instructions, "Get your toothbrush".
    b) If the student still does not respond within 10 seconds, repeat the instructions and simultaneously point to the correct toothbrush.
    c) If the student still does not respond within 10 seconds, repeat the instructions and guide the student's hand to the correct toothbrush.

    If the student responds within 10 seconds to any of the preceding steps, reward immediately and say, "Good, that is your toothbrush".

3. Gradually reduce the physical guidance by moving the student's hand only part of the way to the toothbrush until the student responds to getting his toothbrush with instructions only.

4. Introduce more toothbrushes into the rack and repeat steps 1 through 3 with the addition of more toothbrushes.

5. If, at some point, the student begins to have trouble locating the one toothbrush out of many, then place a 2" long piece of colored tape on the handle. Use a color the student can readily identify. Gradually reduce the length of the strip of tape as the student responds consistently to this prompt, "Get your toothbrush ,..(red)."

Dries Own Hands 5.3.6

PERFORMANCE OBJECTIVE:

After hands are washed and upon request to dry his hands, student will obtain towel from rack or hook and will dry all visible moisture from hands within one minute of request on four of five trials across three consecutive days.

MATERIALS:

Towel, rack or hook for towel

SUGGESTIONS FOR INSTRUCTION:

1. After student's hands are washed, say, "Dry your hands."
2. If no response within 5 seconds, point to towel and repeat request.
3. If no response within 5 seconds, physically guide student in picking up towel. Say, "Dry your hands".
4. If no response within 5 seconds, take towel and demonstrate by rubbing towel on your hands. Give towel back to student and say, "Now you dry your hands".
5. If no response within 5 seconds, physically guide student by standing behind him and assisting in rubbing towel on student's hands.
6. Gradually reduce physical guidance and demonstration until student is drying hands without assistance.
7. If student dries hands, but not thoroughly, say "Dry more" until you are satisfied that the hands are dry.
8. After hands are dry, say "Hang up the towel".
9. If no response within 5 seconds, point to the hook or towel rack and repeat request.

Completes Total Handwashing Procedure 5.3.7

PERFORMANCE OBJECTIVE:

When requested to wash his hands, student will complete all steps in the sequence of handwashing task analysis as listed below, without assistance, within two minutes of request on four of five trials across three consecutive sessions.

MATERIALS:

Sink of appropriate height (use stool when needed), soap and towel

SUGGESTIONS FOR INSTRUCTION:

1. Assess student on task analysis:
    - A) goes to sink
    - B) turns on cold water
    - C) wets hands
    - D) picks up soap
    - E) soaps hands
    - F) replaces soap
    - G) rubs hands, including backs
    - H) rinses hands
    - I) turns off faucet
    - J) picks up towel
    - K) dries hands
    - L) puts towel in appropriate place (if paper, throws away)

   Determine which steps he can do without assistance.

2. Physically guide student through steps A to L. Provide as much assistance as necessary, but as little as possible as follows:
    - A) standing behind student and physically guiding his hands
    - B) providing a physical demonstration
    - C) verbally instructing
    - D) no guidance whatever

3. Repeat above procedure, withdrawing assistance and focusing on teaching step L. Reward upon successful completion of step L. Use above methods to teach.

4. When student completes step L without assistance 2 out of 3 trials, withdraw assistance on step K and focus on teaching step K only. Reward student only after the final step L is completed.

5. When student completes steps K and L without assistance on 2 out of 3 trials, withdraw assistance on step J and focus teaching this step only. Reward student after the final step L is completed.

6. Always begin with step A and reward after step L.

7. Continue to teach a new step (in reverse order of task analysis) when student completes the previous step and following ones (i.e., G through J) 2 out of 3 times.

8. On the steps the student has already been taught, the teacher should not be giving verbal instruction on what step comes next. If this prompting is necessary, do not score as a correct trial.

9. By the time the student is completing all steps of the task analysis independently, the teacher should only be saying, "Wash your hands".

Dries Face With Towel 5.3.8

PERFORMANCE OBJECTIVE:

After face is washed and upon request to dry his face, student will obtain towel from rack or hook and will dry all visible moisture from face within one minute of request on two of three trials over three consecutive days.

MATERIALS:

Towel, rack or hook for towel

SUGGESTIONS FOR INSTRUCTION:

1. After student's face is washed, say "Dry your face".
2. If no response within 5 seconds, point to towel and repeat request.
3. If no response within 5 seconds, physically guide student in picking up towel. Say "Dry your face".
4. If no response within 5 seconds, take towel and demonstrate by rubbing towel on your face. Give towel back to student and say, "Now you dry your face".
5. If no response within 5 seconds, physically guide student by standing behind him and assisting in rubbing towel on student's face.
6. If student dries face, but not thoroughly, simply say, "Dry more" until you are satisfied that the face is dry.
7. After face is dry, say, "Hang up the towel".
8. If no response within 5 seconds, point to the hook or towel rack and repeat request.

9. If no response within 5 seconds, physically guide by placing your hands over student's and placing towel in its place.

10. Reward when towel is in place.

11. Procedure for reducing assistance:
    a) less physical guidance
    b) focus on demonstration
    c) vary instructions only
    d) point only
    e) request only, "Dry your face"

12. When student meets performance criteria, the behavior should be maintained by requiring the student to independently dry face after face is washed.

13. Proceed to 5.3.9 for increased independence in face washing.

Washes Face 5.3.9

PERFORMANCE OBJECTIVE:

Upon request to wash his face, student will complete all steps in the sequence of face washing task analysis as listed below, without assistance, within three minutes of request on two of three trials for three consecutive sessions.

MATERIALS:

Sink of appropriate height (use stool if needed), soap, washcloth, and towel

SUGGESTIONS FOR INSTRUCTION:

1. Assess student on task analysis:
    - A) goes to sink
    - B) obtains washcloth, towel, soap
    - C) turns on cold and hot faucets
    - D) adjusts mixture of hot and cold water
    - E) picks up washcloth
    - F) wets washcloth
    - G) picks up soap
    - H) soaps washcloth
    - I) replaces soap
    - J) applies washcloth to face, rubbing cheek area, nose area, forehead, mouth area, chin area
    - K) puts down washcloth
    - L) rinses face with water, using hands
    - M) picks up towel
    - N) dries face
    - O) puts down towel
    - P) picks up washcloth
    - Q) rinses washcloth
    - R) squeezes water from washcloth
    - S) replaces washcloth, towel to appropriate places

    Determine which steps student can do without assistance.

2. Physically guide student through steps A to S. Provide as much assistance as necessary, but as little as possible, as follows:
    A) standing behind student and physically guiding the hands
    B) providing a physical demonstration
    C) verbally instructing
    D) no guidance whatever

3. Repeat above procedure, withdrawing assistance and focusing on teaching step S only. Reward student upon successful completion of step S. Use above methods to teach.

4. When student completes step S without assistance 2 out of 3 trials, withdraw assistance on step R and focus on teaching step R only. Reward student only after the final step S is completed.

5. When student completes steps R and S without assistance on 2 out of 3 trials, withdraw assistance on step Q and focus teaching this step only. Reward student after the final step S is completed.

6. Always begin with step A and reward after step S.

7. Continue to teach a new step (in reverse order of task analysis) when student completes the previous step and following ones (i.e., O to S) 2 out of 3 times.

8. On the steps the student has already been taught, the teacher should not be giving verbal instructions on what step comes next. If this prompting is necessary, do not score as a correct trial.

9. By the time the student is completing all steps of the task analysis independently, the teacher should only be saying, "Wash your face ."

Cleans Nose With Tissue 5.3.10

PERFORMANCE OBJECTIVE:

When student's nose is running and student is requested, "Blow your nose", student will complete, independently and in correct sequence, steps in nose-cleaning task analysis as outlined below, within one minute of request in no more than two requests across five consecutive sessions.

MATERIALS:

Tissue

SUGGESTIONS FOR INSTRUCTION:

1. When the student's nose is runny, instruct the student, "Blow your nose". (Make sure the tissue is kept in the same place all the time.) Assess the student according to the task analysis detailed below. Note the level of assistance needed on each task to move on to the next step.
   Nose cleaning task analysis:
   a) obtains a tissue
   b) blows his nose
   c) wipes it clean of all observable residue
   d) disposes of the tissue properly

2. Physically guide the student through steps a through d allowing the student to do what he can unassisted or with the least amount of assistance necessary. Withdraw assistance on step d, (this begins the reverse chaining procedure) and reward student only upon unassisted or gradual performance toward unassisted completion of step d.

3. When student completes step d without assistance on 2 out of 3 trials, require student to complete steps c and d unassisted before a reward is given.

4. Continue to add another step in reverse order of the task analysis when student completes previous step unassisted 2 out of 3 times.

5. Always reward after final step d.

6. In teaching individual steps toward independence, different degrees of prompting may have to be used and gradually withdrawn. Gradually reduce this assistance from the physical guidance stage to the verbal instruction stage.

7. Recommended prompts are: covering the mouth for a few seconds to induce blowing response; and a mirror to give the student visual feedback on nose wiping.

Cleans 90% of Spill 5.3.11

PERFORMANCE OBJECTIVE:

After teacher spills one-half cup of water, mixed with three drops of tempora paint, on surface in front of student, and when student has been given a towel and the request to clean the spill, student will clean 90% of the spill within three minutes of request across five consecutive sessions.

MATERIALS:

Tempora paint, towel, ½ cup of water

SUGGESTIONS FOR INSTRUCTION:

1. Put 3 drops of tempora paint in ½ cup of water and pour mixture on a table. Give student a towel and instruct him to, "Wipe it up".
2. Physically guide the student through the task, allowing him to do what he can unassisted. Continue until all the paint mixture has been cleaned up.
3. Reward.
4. If student stops before task is complete, supply the least amount of assistance needed to complete the task. (May include activities ranging from physically guiding the student through the task, pointing to a paint spot, or informing the student, "You missed a spot". Continue program until criteria is reached.

Brushes teeth with assistance 5.3.12

PERFORMANCE OBJECTIVE:

When requested to brush his or her teeth, student will obtain own toothbrush and toothpaste, turn on water, wet toothbrush independently, and will complete subsequent steps of toothbrushing task analysis, as outlined below, with assistance. Student will complete the first four tasks independently within 30 seconds of request on no more than two requests, on four out of five trials for three consecutive sessions.

MATERIALS:

Toothbrush, toothpaste

SUGGESTIONS FOR INSTRUCTION:

1. Instruct student, "Brush your teeth." Wait a few seconds. If the student does not get his own toothbrush, see program 5.3.5. Assess the student on the entire task.

   Toothbrushing Task Analysis

   a. Obtain toothbrush and toothpaste
   b. Grasp toothbrush in one hand
   c. Turn on water
   d. Dampen toothbrush under tap
   e. Put a small amount of toothpaste on brush and replace cap
   f. Brush down on the upper teeth and expel excell fluid in sink
   g. Brush up on lower teeth, outside and inside, expel fluid
   h. Brush the biting surfaces of upper and lower teeth
   i. Rinse brush under tap
   j. Store brush
   k. Fill water glass and rinse mouth
   l. Turn off water
   m. Dry face with towel
   n. Store water glass

   Note the level of assistance needed to complete each step.

2. Physically guide the student through steps A to N of task analysis, allowing the student to do what he can do independently. Provide as much assistance as is necessary, from standing behind the student and physically guiding hands, to providing a physical demonstration, to verbal instructions.

3. Next, repeat above, withdrawing assistance on step d (this begins the reverse chaining procedure). Reward the student only upon unassisted completion of step d. This can be done by gradually fading any physical guidance from 100% hand-held pressure, to 75% wrist-held pressure, to 50% forearm-held pressure, to 25% bicep-held pressure; to physically demonstrating for the student, to verbal instructions, and finally to no guidance whatever.

4. When the student can complete step d without assistance on 2 out of 3 trials, withdraw assistance on c and d and reward only upon unassisted completion of c and d.

5. When student can complete steps c and d without assistance on 2 out of 3 trials, withdraw assistance on b, c, and d. Reward student only upon unassisted completion of b, c, and d.

6. When student completes a through d independently to criterion level, concentrate on completing the entire task: a through d, independently, and the rest of the steps with various levels of teacher guidance within the 3 minute criterion level.

Brushes or Combs Hair With Three Strokes 5.3.13

PERFORMANCE OBJECTIVE:

When given a brush or comb and requested to brush or comb his hair, student will grasp the brush in one hand, raise it to his head, and will brush three strokes in correct direction within one minute of request on four of five trials across three consecutive sessions.

MATERIALS:

Brush and/or comb

SUGGESTIONS FOR INSTRUCTION:

1. Give student the brush or comb and instruct, "Brush your hair." Assess the amount of assistance needed on each step of the hair combing task analysis:
    a) grasps brush/comb in one hand
    b) raises it to his head (above the head)
    c) strokes down on side of head with brush held in hand
    d) strokes down opposite side of head
2. Physically guide the student through steps 1a-1e above, allowing student to do what he can do unassisted. Provide as much assistance as needed but as little as necessary. Physical guidance can be:
    a) providing a physical demonstration by sitting directly in front of the student with the back of your head toward the student and a mirror in front of you to check student's performance
    b) 100% hand-held pressure
    c) 75% wrist-held pressure
    d) 50% forearm-held pressure
    e) 25% bicep-held pressure
    f) verbal guidance only.
3. Repeat step 1, withdrawing assistance on step 1e. Reward student upon independent completion of step 1e.
4. When student can complete step 1e without assistance on 2 out of 3 trials, withdraw assistance on steps 1d and 1e. Require student to complete steps 1d and 1e before reward is given.
5. Continue to add another step (in reverse order of task analysis, step 1) when student completes previous step unassisted 2 out of 3 trials until student meets criteria.

Takes Bath and Dries Self Independently 5.3.14

PERFORMANCE OBJECTIVE:

When given the request to take a bath, student will complete all steps in the sequence of bathing task analysis as outlined below, without assistance, within 20 minutes of request across five consecutive days.

MATERIALS:

Bathtub, soap, washcloth, bath towel, bath mat, student's clean clothes.

SUGGESTIONS FOR INSTRUCTION:

1. Assess student on task analysis. Determine which steps student can do without assistance.
    - A) goes to bathroom
    - B) obtains soap, washcloth, bath towel, bathmat, and places them in appropriate places for taking bath
    - C) places plug in tub securely or sets mechanicsm
    - D) turns on water, adjusts temperature
    - E) turns off water when approximately one half full
    - F) undresses
    - G) steps into tub
    - H) immerses body
    - I) wets washcloth
    - J) soaps washcloth
    - K) replaces soap
    - L) washes face, ears, neck, shoulders, arms, chest area, back, genital area, buttocks, legs, feet
    - M) rinses washcloth
    - N) rinses body with help of washcloth
    - O) wrings out washcloth
    - P) places washcloth outside water
    - Q) removes plug
    - R) steps out of tub onto bath mat
    - S) picks up towel
    - T) dries body
    - U) replaces towel
    - V) dresses
    - W) replaces soap, bath mat, washcloth

2. Physically guide student through steps A to W. Provide as much assistance as necessary, but as little as possible as follows:
   - A) standing behind student and physically guiding
   - B) providing a physical demonstration
   - C) verbally instructing
   - D) no guidance whatever

3. Repeat above procedure, withdrawing assistance and focusing on teaching step W only. Reward upon successful completion of step W. Use above methods to teach.

4. When student completes step W without assistance 2 out of 3 trials, withdraw assistance on step V and focus on teaching step V only. Reward student only after the final step W is completed.

5. When student completes steps V and W without assistance on 2 out of 3 trials, withdraw assistance on step U and focus teaching this step only. Reward student after the final step W is completed.

6. Always begin with step A and reward after step W.

7. Continue to teach a new step (in reverse order of task analysis) when student completes the previous step and following ones (i.e., T through W) 2 out of 3 times.

8. On the steps the student has already been taught the teacher should not be giving verbal instructions on what step comes next. If this prompting is necessary, do not score as a correct trial.

9. By the time the student is completing all the steps of the task analysis independently, the teacher should only be saying, "Take a bath".

Brushes Hair On Sides And Back 5.3.15

PERFORMANCE OBJECTIVE:

When student has been given a brush, a mirror, and the request to brush his/her hair, student will brush hair neatly on both sides and back within three minutes of request across five consecutive sessions.

MATERIALS:

Polaroid picture of student with hair combed neatly; mirror, brush.

SUGGESTIONS FOR INSTRUCTION:

1. Teacher instructs student to brush hair. If student fails to independently initiate first 5 steps, teacher: a. grasps brush in hand; b. raises it to the head above student's ear; c. strokes once down right side of student's head; d. strokes once down back of head; e. strokes once down left side of student's head.
2. Teacher uses a polaroid picture of student with neatly combed hair as prompt and guide.
3. Teacher begins on right (or predominant) side , providing as much assistance as needed to approximate neat hair in picture (ranging from 100% hand-held pressure to verbal instruction).
4. Teacher repeats above for back of hair.
5. Teacher repeats above for opposide side but withdraws assistance and rewards student for unassisted completion of neat hair-combing. Teacher uses polaroid picture for criteria of success and as a feedback device.
6. When student can comb opposite side neatly 2 of 3 times without assistance, teacher withdraws assistance for back of hair. Teacher rewards for unassisted hair-combing on back and sides.
7. When student can comb back and opposite side 2 of 3 trials without assistance, teacher withdraws assistance on right (or predominant) side. Student must bruch both sides and back unassisted, before reward is given.

Brushes Teeth Independently 5.3.16

PERFORMANCE OBJECTIVE:

When given request to brush teeth, student will complete all steps of the toothbrushing task analysis, independently and in correct sequence, for 100% of trials across four consecutive sessions.

MATERIALS:

One big set of demonstration "choppers," toothbrush, toothpaste, water glass

SUGGESTIONS FOR INSTRUCTION:

1. Instruct student, "Brush your teeth." Assess the student on task analysis detailed below. Note the level of assistance needed on each task to move on to the next step. If the student is unable to complete steps A-D independently, refer back to either 7.5 or 7.12.

   Toothbrushing Task Analysis

   A. Obtain toothbrush and toothpaste
   B. Grasp toothbrush in one hand
   C. Turn on water
   D. Dampen toothbrush under tap
   E. Put a small amount of toothpaste on brush and replace cap
   F. Brush down on the upper teeth and expel excess fluid in sink
   G. Brush up on lower teeth, outside and inside, expel fluid
   H. Brush the biting surfaces of upper and lower teeth
   I. Rinse brush under tap
   J. Store brush
   K. Fill water glass and rinse mouth
   L. Turn off water
   M. Dry face with towel
   N. Store water glass

2. If the student is able to complete steps A through D unassisted, have him do so. Then physically guide student through steps E through N, allowing student to do what he can unassisted, or with the least amount of assistance possible. Withdraw assistance on step N (this begins the reverse chaining procedure) and reward

student upon unassisted performance of step N.

3. When student can complete step N without assistance, two out of three times, require student to complete steps M and N unassisted before reward is given.

4. Continue to add another step in reverse order of task analysis, when student completes previous step unassisted, 2 out of 3 times.

5. Always reward after completion of step N.

6. In teaching individual steps toward independence, different degrees of prompting may have to be used and gradually withdrawn. Gradually reduce this assistance from the physical guidance stage (100% hand-held pressure, to 75% wrist-held pressure, to 50% forearm-held pressure, to 25% bicep-held pressure) to the physical demonstration stage to the verbal instruction stage, and finally to no guidance whatsoever.

7. A big set of dentist "choppers" are recommended for physically demonstrating brushing steps, and also the use of red dye pills used by dentists to indicate areas missed while brushing.

Independently Performs Nose-cleaning Activity 5.3.17

PERFORMANCE OBJECTIVE:

Without prompting, student will obtain his or her own tissue when needed, will wipe or blow his or her nose, and will dispose of the tissue properly on 90% of instances in which student is observed needing use of tissue.

MATERIALS:

Kleenex

SUGGESTIONS FOR INSTRUCTION:

1. When student completes the nose cleaning task independently without prompting, reward immediately.

2. If the student requires prompting, provide him with the least amount of prompting required to initiate nose-cleaning. If the student has difficulty with any of the steps for nose-cleaning, refer to program 7.10.

3. Deliver prompts in this order until student initiates nose-cleaning task:
   a) Give verbal instructions, "Blow your nose." At the same time, take the child's finger and touch residue on his/her nose.
   b) If student responds to this prompting 2 out of 3 trials, reduce prompting to saying, "Blow your nose" while touching your own nose.
   c) When previous step initiates task 2 out of 3 times, reduce prompting to just touching your own nose. This can be further reduced to just a motion towards your nose.

Washes Hands Independently 5.3.18

PERFORMANCE OBJECTIVE:

Before eating and after toileting, student will wash hands, unassisted, within five minutes before eating and within one minute after completion of toileting, without verbal reminder, on four of five trials across three consecutive days.

MATERIALS:

Sink of appropriate height (or use stool when necessary), soap and towel.

SUGGESTIONS FOR INSTRUCTION:

1. Before student sits down to eat, say, "Wash your hands". Do this consistently. Reward student for washing hands.
2. Gradually reduce the use of reminders by:
   a) asking "What do you always do before you eat?"
   b) pointing to the sink
   c) refrain from serving student food until he has washed hands without cue from teacher
3. Immediately following toileting, say, "Wash your hands". Do this consistently. Reward student for washing hands.
4. Gradually reduce the use of reminders by:
   a) asking "What do you do now?"
   b) pointing to the sink

Praise student for remembering to wash hands without reminders. Gradually reduce the frequency of this praise or other reward after performance criteria has been maintained for several weeks.

Cooperates Passively While Being Dressed 5.4.1

PERFORMANCE OBJECTIVE:

The student has been observed to lie still while being dressed, with limp body. Student does not cry or move quickly away from person dressing him, 90% of the time.

MATERIALS:

Complete outfit of student's clothes.

SUGGESTIONS FOR INSTRUCTION:

1. Student will lie still while underpants are put on. Student should be approcched by person in a positive, reinforcing manner by talking to the student and lightly touching or stroking student to familiarize him with your presence. When student accepts person's presence and interaction by not moving away or crying, lightly put underpants over feet and pull up around waist using light touch on lower body parts and verbally reinforcing student for keeping underpants on.

2. Student will lie still while pants are placed on. Person will continue to establish positive interaction with student by talking and lightly stroking lower body parts being dressed. Person will put pants on when student cooperates passively by accepting person's presence and not crying or moving away.

3. Student will lie still while shirt is put on. Person will stroke student's upper body lightly with hands and garment. Person will slowly lift student up into sitting position and place shirt on student from front so student may feel and see shirt being placed on. Avoid blocking visual contact with student for more than a brief moment as shirt is placed over head.

4. Student will lie still while shoes and socks are placed on. Person will lightly stroke child's feet with hands and garments to sensitize area to touch. Shoes and socks will be placed on as student accepts person's touch and interaction.

Lies Still While Being Dressed 5.4.2

PERFORMANCE OBJECTIVE:

Student will remain motionless while being dressed and without crying or moving away from person dressing him on 90% of trials across five consecutive sessions.

MATERIALS:

Clothes

SUGGESTIONS FOR INSTRUCTION:

1. Undress the student. Begin dressing the student. Assess by noting the duration of resistive behavior from start to finish.

2. Use another person, who can remain perfectly still, as a model. Dress this person while the student looks on. Reward the model.

3. Put on student's socks only. Reward the student for remaining passive during the activity. When the student can remain passive 2 out of 3 trials, then put on socks and pants. Reward the student for remaining passive during this activity.

4. When the student can remain passive while you put on 2 pieces of clothing for 2 out of 3 trials, then include one more article of clothing in the procedure and follow the above procedure until student is fully dressed.

Removes Shoes 5.4.3

PERFORMANCE OBJECTIVE:

When wearing unfastened shoes and requested to remove them, student will remove own shoes independently, within three minutes of request on 90% of trials across three consecutive sessions.

MATERIALS:

Student's own shoes.

SUGGESTIONS FOR INSTRUCTION:

1. Seat student. Unfasten buckles or untie laces and say, "(Student's name), take off your shoes". Praise and reward all attempts made toward completing the task:
    a) loosens shoes
    b) pulls shoes off heel using both hands and pulls with leg within 3 minutes of request for 90% of the trials. Reward student on successive trials for increased independence towards completing the task until student can independently remove both shoes within 3 minutes of request for 3 consecutive days. If student doesn't comply, go to step 2.

2. Pull shoe off so that it is only on edge of toes and repeat request. Wait 5 seconds. If student removes shoes on 3 out of 4 trials. reward each correct response and go to next step. If he doesn't remove the shoes:
    a) take student's hand and move it to the shoe
    b) grasp shoe with your hand still over student's and remove shoe. Reward student. Repeat for second shoe.
    c) gradually decrease amount of pressure applied while you move your hands to student's wrists, elbows, then shoulders on successive trials. Reward only for increased independence towards completing task.

    When student can independently remove shoes from toes within 5 seconds of request 90% of the time, go to step 3.

3. Pull shoe off so it is at the arch of student's foot and repeat procedure in step 2. Allow 15 seconds for student to comply.

4. Pull shoe off so it is at the edge of student's heel and repeat procedure in step 2. Allow 30 seconds for student to comply.

5. Repeat step 1.

Removes Both Socks 5.4.4

PERFORMANCE OBJECTIVE:

When requested to remove his socks, student will remove both socks from feet without assistance by placing thumbs inside neck of sock, pushing sock over heel, grasping toe of sock and pulling away from foot within one minute of request on four of five trials across three consecutive sessions.

MATERIALS:

Student's socks.

SUGGESTIONS FOR INSTRUCTION:

1. Seat the student. Remove his shoes. Say "Take off your socks". If no response within 5 seconds, take the sock off the student and place it over his toes only. Say, "Take off your socks."

2. If no response within 5 seconds, take student's hand and move it to the sock. Grasp toe of sock with your hand over student's and pull sock off. Reward.

3. Repeat procedure, gradually reducing physical assistance and rewarding independent responses.

4. When student can remove sock from toes unassisted, put the sock on student up to the arch and say, "Take off your sock".

5. If no response within 5 seconds, use above procedures 2 and 3 to guide student, then reduce guidance.

6. When student can independently remove sock from up to arch, put on sock up to ankle and say, "Take off your sock".

7. If no response within 5 seconds, physically assist by placing student's thumbs inside neck of sock, pushing sock down over heel with thumbs. Allow student to grasp toe of sock and pull off without assistance. Reward.

8. Reduce guidance until student is independently pulling off sock from ankle.

9. When student can pull off sock from ankle without assistance, put sock on him pulled all the way up calf. Say, "Take off your sock".

10. If no response within 5 seconds, follow procedure outlined in 5.4.19. d

11. Reduce guidance, always requiring student to independently perform steps previously mastered. Always reward after sock is completely off.

12. Once student has mastered taking off one sock (from calf 2 out of 3 times) put both socks on student and say, "Take off your socks". Focus on practice to decrease the time it take student to take them off.

Note: Teacher may wish to begin with socks which are large on student, then go to student's own socks later.

Unzips Zipper 5.4.5

PERFORMANCE OBJECTIVE:

When garment with zipper is placed on flat surface and student is requested to unzip the zipper, student will manipulate the zipper independently within 30 seconds of request on four of five trials across three consecutive sessions.

MATERIALS:

Student's clothing with large zipper or large zipper mounted on a board or frame.

SUGGESTIONS FOR INSTRUCTION:

1. Place garment on table and say, "Unzip it."
2. If no response within 5 seconds, take student's hands and straighten the garment.
3. Next take student's hand and place it in a grasp to hold garment in place. Place the other hand in a pincer grasp on zipper tab. Say, "Unzip it".
4. If no response within 5 seconds, physically assist student by placing your hand over his and pulling zipper down.
5. Assist student in disengaging bottom of zipper. Reward.
6. Gradually use less physical guidance. Teacher demonstration might be used, then reduce the use of that as well. Student may only need some verbal instructions, but these too should be reduced so that he is unzipping zipper without any assistance when request is made.
7. Proceed to teach to zip when garment is on when performance criteria is met.

Removes Hat 5.4.6

PERFORMANCE OBJECTIVE:

When hat is placed on student's head and student is requested to remove hat, student will comply within one minute of request on 90% of trials across four consecutive sessions.

MATERIALS:

Student's hat, without strap or fastener

SUGGESTIONS FOR INSTRUCTION:

1. Ask student to remove hat. Reward all successive attempts until student can independently remove hat 90% of the time. If she does not comply within 1 minute of request, go to step 2.

2. Repeat request while demonstrating the task. Place hat back on student's head and repeat request. If he removes hat within 1 minute of request, reward. If not, go to step 3. Gradually decrease demonstration by performing less and less of the task until student removes hat without demonstration 90% of the time.

3. Guide student's hand through task by using full pressure to hold student's hand in contact with hat. Grasp hat and place it in appropriate place. Reward all attempts made by student to complete task independently. Require student to perform task with the least amount of assistance before rewarding.

4. Decrease manual guidance gradually by moving your hand to student's wrist, elbow, then shoulder while reducing amount of pressure. When student removes hat with the light touch of your hand on his shoulder within 30 seconds of request, 90% of trials correct, repeat step 1.

Zips and Unzips Clothing 5.4.7

PERFORMANCE OBJECTIVE:

When wearing garment with an engaged zipper in front and requested to unzip and then to zip up the garment, student will zip and unzip clothing independently within 90 seconds of each request on four out of five trials across three consecutive sessions.

MATERIALS:

Student's garment with zipper in front.

SUGGESTIONS FOR INSTRUCTION:

Zipping

1. While student is wearing unzipped garment engage the zipper and say, "Zip it up".
2. If student zips up, reward student. When he can independently zip up within 1½ minutes of request, four out of five times for three consecutive days, go to unzipping task.
3. If student doesn't comply, repeat request.
4. If student doesn't comply, model the request. Repeat step 1.
5. If student doesn't comply, zip in tendem by holding student's dominant hand in a pincer grasp over zipper slide while holding other hand in contact with bottom of zipper.
6. Pull zipper up 75% of the way and let go of dominant hand. Verbally encourage student to independently zip up the rest of the way. Keep bottom hand holding garment. When student can independently zip the top quarter up 3 consecutive times within 20 seconds of request alone, go to next step.
7. Repeat step 6, assisting only 50% of the way up.
8. Repeat step 6, assisting only 25% of the way up.

9. With zipper all the way down, place student's hands in proper positions for zipping and say, "Zip it up". Release dominant hand but continue to lightly hold bottom hand. When student can zip all the way up for 3 consecutive trials, go to next step.

10. Gradually move your hand back to student's wrist, elbow, then shoulder on successive trials. Verbally remind student to "Hold bottom down" if he has difficulty completing task.

11. Reward all successive attempts the student makes toward completing the task independently.

12. When student can independently zip up zipper all the way while holding bottom of zipper down within 1½ minutes of request alone, 4 out of 5 trials for 3 consecutive days, go to unzipping task.

Unzipping

13. With student's garment zipped up, say, "Unzip it now".

14. Repeat steps 2 through 12, replacing the "down" for "up" and holding student's hand at the top of garment to keep it straight. Continue until criteria is reached.

Removes One Item of Clothing Unassisted 5.4.8

PERFORMANCE OBJECTIVE:

When student is wearing an unfastened jacket, coat, sweater or shirt that opens from the front, and upon request to remove the garment, student will remove garment unassisted within one minute of request on four of five trials across three consecutive sessions.

MATERIALS:

Student's jacket, coat, sweater or shirt with front opening.

SUGGESTIONS FOR INSTRUCTION:

1. With student's coat on, unfastened, teacher says, "Take off your coat".
2. If no response within 5 seconds, take coat off except for one sleeve. Say "Take off your coat".
3. If no response within 5 seconds, physically assist by guiding student's hand behind him to other hand and grasping cuff of coat, then pulling off sleeve. Reward.
4. Repeat procedure, gradually reducing assistance.
5. When student independently pulls off sleeve, put coat on student over one shoulder and with one sleeve on. Say, "Take off your coat".
6. If no response within 5 seconds, assist student in lifting shoulder of coat off his shoulders. Require student to complete task unassisted. Reward.
7. Reduce guidance. When student independently takes coat off one shoulder and one sleeve, put coat on student with one sleeve on and over both shoulders. Say "Take off your coat".

8. If no response within 5 seconds, assist student by guiding hand in grasping collar of coat and lifting it off shoulders. Require student to complete task unassisted. Reward.

9. When student takes off coat from both shoulders and one sleeve, put coat on student all the way, unfastened, and say, "Take off your coat".

10. If no response within 5 seconds, assist student in reaching up to collar, loosening coat from shoulders, and reaching behind to pull off sleeve. Require student to complete task unassisted. Reward.

Unsnaps Three Fastened Snaps 5.4.9

PERFORMANCE OBJECTIVE:

When given a buttonboard having three fastened snaps and upon request to open the snaps, student will grasp both sides of material near snaps with both hands and will pull material apart to open snaps within thirty seconds of request on two of three trials across three consecutive sessions.

MATERIALS:

Buttonboard, pants with snap

SUGGESTIONS FOR INSTRUCTION:

1. Teacher presents the buttonboard and says, "Open the snaps." Assess level of assistance needed to complete the task.

2. Teacher applies appropriate level of assistance needed to perform the task.

3. Teacher has the student perform the task with the appropriate level of assistance needed, and decreases the level of assistance when task is performed 2 out of 3 trials at a specific level of assistance.

4. Teacher rewards for increased independence toward unassisted task completion and continues until student meets performance criteria.

Unties Shoelaces 5.4.10

PERFORMANCE OBJECTIVE:

When laces are tied in a single bow knot and student is requested to untie the knot, student will untie shoelaces within two minutes of request on 90% of trials, without assistance, across three consecutive sessions.

MATERIALS:

Shoe with laces.

SUGGESTIONS FOR INSTRUCTION:

1. Say, "(Student's name), watch me". Demonstrate to the student while verbalizing how to untie a shoelace by:
    a) grasping one of the lace ends, say, "Grab end of lace".
    b) pulling it until the bow is untied, say, "Pull".
    c) grasping one of the laces at the bottom (between the knot and the eyelet), say, "Grab bottom of lace".
    d) pulling up along the lace until it is out of the knot, say, "Pull up".
2. Say, "(Student's name), untie this shoe". If student has difficulty, verbally instruct him on the steps he cannot do. If he cannot complete the task with verbal instruction alone, go to step 3. For each successive trial, require more independence of student and give less instruction. For example: say "bottom" for step 1.c after 2 or 3 trials and then "bot", etc. until no prompt is needed and he can independently untie shoe within 2 minutes of your request on 90% of trials for 3 consecutive days.
3. Correction Procedure:
    a) Place your hand over student's and grab lace in a pincer grip.
    b) Guide student's hands through the motions of the task 1.a through 1.d while applying full pressure. Repeat for several trials.
    c) Decrease amount of pressure applied to student's hands by 25%.

d) Decrease pressure by 50% and move your hand to student's wrist.
e) Decrease pressure by 75% and move your hand to student's elbow.
f) Lightly touch arm until student can complete task independently.
g) Praise and reward all successive attempts made by student to complete task.

4. When student can untie laceswithin 2 minutes of request alone 90% of trials correctly for 3 consecutive days, criteria has been reached.

Removes Underpants 5.4.11

PERFORMANCE OBJECTIVE:

When student's shoes and overpants or skirt are removed and student is requested to remove underpants, student will comply without assistance within two minutes of request on 90% of trials.

MATERIALS:

Student's underpants.

SUGGESTIONS FOR INSTRUCTION:

1. Once overpants and shoes are removed ask student to remove underpants. If student complies within 2 minutes of request, 90% of the time, reward each correct trial. If not, go to step 2.

2. Pull student's pants down to his ankles and have him sit down. Repeat request and wait 10 seconds. If student complies, go to step 3. If not, manually guide student's hands:
   a) place your hands over student's
   b) grasp underpants
   c) pull off
   d) gradually decrease amount of assistance you give student by moving hand to student's wrist, elbow, then shoulder, as you gradually decrease amount of pressure you apply on successive trials
   e) reward only for increased independence towards completing the task
   f) when student can independently remove underpants from ankle within 10 seconds of request, 4 out of 5 times, go to step 3.

3. Pull pants to knees and repeat procedure in step 2.

4. Pull pants down to upper thigh, have student sit down and say, "Pull your underpants off". If student complies within 15 seconds of request, 4 out of 5 times, go to step 1. If student doesn't comply, repeat procedure in step 2.

5. To increase rate of response, manually guide the student through all the motions outlined in steps 2 through 4. Require student to perform last part of the task (i.e., step 2, remove from ankles) independently before rewarding or going to next step. Continue until criteria has been reached.

Removes Long Pants 5.4.12

PERFORMANCE OBJECTIVE:

When wearing overpants with an elastic waistband or unfastened waistband, and requested to remove pants, student will remove pants independently within three minutes of request on four of five trials across three consecutive sessions.

MATERIALS:

Student's long pants with elastic top (or unfastened)

SUGGESTIONS FOR INSTRUCTION:

1. Place pants on student and unfasten if waistband is not elastic. Say, "(Student's name), take off your pants."
   If the student:
   - a) slips thumbs under waistband
   - b) pushes the pants down below the knees
   - c) sits down, then wiggles feet and pushes with hands until pants come off

   within 3 minutes of request, 4 out of 5 times for 3 consecutive days. Praise and reward each correct trial. If student doesn't comply, go to step 2.

2. Pull student's pants down and off one foot and have him sit down. Say, "(Student's name) take your pants off". If student complies within 30 seconds of request 2 out of 2 times in a row, reward each correct trial and go on to step 3. If student doesn't comply, manually guide student's hands through the task by:
   - a) placing your hands over his
   - b) grasping pants and pulling them off

   Gradually decrease amount of guidance by:
   - c) lessening pressure applied to student's hands as well as
   - d) moving your hand to student's wrist, elbow, then shoulder

   Reward student only for increased independence towards completing the task. When student can independently remove pants within 30 seconds of request, 100% of the time, go to next step.

3. Pull the student's pants down to the ankles and repeat the procedure in step 2, allowing student 1½ minutes to comply.

4. Repeat step 2 with pants at the knees
5. Repeat step 2 with pants at the thighs.
6. Repeat step 2 with pants at the buttocks, allowing 2 minutes for student to comply.
7. Repeat step 1. Continue until criteria has been reached.

Dresses Self in Coat or Jacket 5.4.13

PERFORMANCE OBJECTIVE:

When given a coat or jacket which completely opens in front and requested to put on coat or jacket, student will place arms in corresponding sleeves and will position coat or jacket over shoulders as appropriate, without assistance, within one minute of request on four of five trials across three consecutive sessions.

MATERIALS:

Student's coat or jacket

SUGGESTIONS FOR INSTRUCTION:

1. Teacher holds student's coat and says, "Put on your coat".
2. If no response within 5 seconds, put coat on student except for one sleeve. Say, "Put on your coat".
3. If no response within 5 seconds, physically assist by guiding student to lift arm and place it in the sleeve. Reward.
4. Repeat procedure, gradually reducing assistance.
5. When student independently places arm in the last sleeve, put coat on student with one sleeve on and over one shoulder. Say, "Put on your coat".
6. If no response within 5 seconds, physically assist student in lifting coat over shoulder, but require student to complete task unassisted. Reward.
7. When student independently lifts shoulder of coat onto his shoulder and puts last arm in sleeve, put coat on with just one sleeve and say, "Put on your coat".
8. If no response within 5 seconds, assist student in lifting coat onto shoulders, but require student to complete task unassisted. Reward.

9. When student can put on coat after one sleeve only is done for him, merely hold coat out by the shoulders and say, "Put on your coat".

10. If no response within 5 seconds, assist student in placing corresponding arm into first sleeve. Require student to complete task unassisted. Reward.

11. Gradually reduce physical guidance.

12. When student can put on coat unassisted when it is held out, simply put coat on table or chair and say, "Put on your coat".

13. If no response within 5 seconds, assist student in picking up coat and arranging coat so that arm will go into corresponding sleeve, then require student to complete task unassisted. Reward.

14. Reduce assistance. Teacher may want student to obtain coat from hook or hanger. Teach this only after performance criteria is met.

Hangs Coat on Hook 5.4.14

PERFORMANCE OBJECTIVE:

Given a coat or jacket, coathook, and upon request to hang up garment, student will hang garment on hanger within 30 seconds of request on four of five trials across three consecutive sessions.

MATERIALS:

Coat and coathook

SUGGESTIONS FOR INSTRUCTION:

1. Hand student his coat and say, "Hang up your coat". Assess the student's performance according to the task analysis detailed here:
    a) hold the coat near the neck with both hands
    b) turn the coat so the inside faces the wall
    c) hand the neck of the coat over the hook so the coat hangs securely on the hook

2. Instruct the student, "Hang up your coat". Physically guide the student through steps 1.a, 1.b, 1.c, allowing the student to do what he can unassisted. Provide as much assistance as necessary. Physical guidance:
    a) 100% hand held pressure
    b) 75% wrist held pressure
    c) 50% forearm pressure
    d) 25% bicep pressure
    e) physical demonstration using another coat; pantomiming the action by lifting your arms up and onto the hook while saying, "Hang up your coat".

3. Repeat step 1, withdrawing assistance on step 1.c and rewarding student only upon unassisted completion of step 1.c. (This begins the reverse chaining procedure).

4. When student can complete task with no assistance on step 1.c on 2 out of 3 trials, then withdraw assistance on steps 1.b and 1.c. Reward only upon unassisted completion of steps 1.b and 1.c.

5. When student can complete task without assistance on 1.b and 1.c on 2 out of 3 trials, then withdraw assistance on steps 1.a, 1.b, and 1.c. Reward only upon unassisted completion of entire task.

Puts On Underpants 5.4.15

PERFORMANCE OBJECTIVE:

When given a pair of underpants and requested to put them on, student will comply independently within three minutes of request on four of five trials for three consecutive days.

MATERIALS:

Student's underwear or shorts

SUGGESTIONS FOR INSTRUCTION·

1. With pants on except for the last 3 inches, teacher says, "(Name), pull your pants up." If student complies within 20 seconds of request on 2 of 3 trials for 2 consecutive days, go to step 2. If not, use correction procedure:

   a. Repeat request and demonstrate desired response or, if possible, have peer or sibling demonstrate and reward in front of student. Slowly fade this prompt after several trials by repeating request and demonstrating less of the task and requiring student to imitate before rewarding; pretending to complete task without actually holding pants (as in Pantomime); pantomiming only beginning of task; and, finally, only requesting completion of task, or

   b. Repeat request and physically guide student through task by placing hands over student's hands, grasping waistband and pulling up all the way. Praise and reward student when his pants are up. Repeat 3 or 4 times and fade prompt by guiding student's hands 75% of way and letting go (reward for attempting to pull pants up independently until student can complete task for 3 of 4 trials); guiding hands 50% of way; guiding hands 25% of way; and, finally, touching hands lightly.

2. Repeat step 1 with pants six inches below waist.

3. Repeat step 1 with pants just below hips.

4. Repeat step 1 with pants just below knees.

5. Repeat step 1 with pants just around ankles.

6. With student's dominant foot in pants and other foot out, teacher says, "Foot in," and then, "Pants up." Reward each correct trial or successive approximation. When he can do this independently within 2 minutes of request on four of five trials for three consecutive days, go to next step. If incorrect response, use correction procedure as described in step 1, with the following exceptions: if physical guidance is needed, repeat request and liftstudent's foot up and into leg hole. If student loses balance, have him sit down first. Fade this prompt after 3 or 4 trials. Then, as successive approximations reached before rewarding, move hand successively to ankle, then calf, then knee, each time guiding foot for three trials, and finally only touching knee.

7. With pants gathered, say to student, "Put your foot in." When student can put both feet in pants holes and pull pants up within 2 1/2 minutes of request on 4 of 5 trials, go to next step. If he does not comply, use correction procedure as described in step 6 for second foot.

8. With pants on table, say, "(Name, put your pants on." When he independently picks up pants, stretches waistband, puts both feet in appropriate holes and pulls pants up to waist within 3 minutes of request on four of five trials for three consecutive days, the program has been completed.

Dresses Self in Long Pants 5.4.16

PERFORMANCE OBJECTIVE:

When given a pair of long pants, placed with zipper or front of elastic waist band facing student, and when told to put pants on, student will complete all steps of task analysis detailed below within two minutes of request across five consecutive trials.

MATERIALS:

Pants

SUGGESTIONS FOR INSTRUCTION:

1. Lay pants on the table in front of the student with the zipper up and the waistband directly in front of the student. Assess the student's performance on each step of the task analysis detailed below. Provide the least amount of assistance needed to complete each step in sequence. (Assistance might be: standing behind the student and physically guiding his hands; physically demonstrating with a doll if appropriate; providing verbal instructions.)

Task Analysis

a) grasp waistband with both hands
b) sit down, put one foot in correct leg
c) pull pant leg material all the way over one foot
d) pull pant leg material all the way over knee
e) repeat steps b, c, & d with other leg
f) stand up, grasp waistband and pull pants from knees to buttocks
g) pull pants from buttocks to waist
h) pull up and straighten pants in back

2. Repeat task analysis, withdrawing assistance on step h. Reward student upon unassisted completion of step h (this begins the reverse chaining procedure).

3. When student can complete step h without assistance, 2 out of 3 times, withdraw assistance on steps g and h and reward only upon unassisted completion of steps g and h.
4. When student can complete steps g and h unassisted, 2 out of 3 trials, then withdraw assistance on steps f, g, and h.
5. Continue to add another step in reverse order of the task analysis when student completes previous step in 2 out of 3 trials without assistance.
6. Hold reward until after completion of step h.

Unbuttons Front and Side Buttons 5.4.17

PERFORMANCE OBJECTIVE:

When wearing clothing with large buttons on front and/or side and requested to unbutton the buttons, student will comply, independently, within three minutes of request on two of three trials per button across three consecutive sessions.

MATERIALS:

Clothes with large buttons on front and/or side.

SUGGESTIONS FOR INSTRUCTION:

1. When student is wearing buttoned up clothing say, "Unbutton". If student does this within 3 minutes, praise and reward. If not, demonstrate the task by unbuttoning once and repeat the request. If student attempts to imitate, reward all attempts, requiring more independence on successive trials. If not, go to next step.
2. Stand behind student and manually guide his hands through the task.
   a) place your hands directly over student's, your fingers over his fingers in a pincer grasp
   b) grasp material around button hole
   c) grasp button in other hand
   d) push the button through the hole
3. Gradually fade assistance after 4 or 5 trials.
   a) decrease amount of pressure applied by 25% and move your hand to student's wrist while guiding him through the motion of the task
   b) decrease pressure by 50% and move hand to student's forearm
   c) decrease pressure by 75% and move hand to student's elbow
   d) lightly touch elbow until student can independently perform task within 3 minutes of request, 2 out of 3 times for 3 consecutive days.
4. Repeat step 1 with 2 buttons.
5. Repeat step 1 with 3 buttons.
6. Repeat step 1 until garment is completely unbuttoned and criteria is reached.

Puts on Dress 5.4.18

PERFORMANCE OBJECTIVE:

When all clothes other than underwear are removed and student is given a dress and requested to put it on, student will put on dress independently within two minutes of request on four of five trials across three consecutive sessions.

MATERIALS:

Student's dress

SUGGESTIONS FOR INSTRUCTION:

Task Analysis

a) determine the front
b) pick up dress
c) slip dress over head, skirt first
d) pull neck of dress down and over head
e) push dominant hand through arm hole
f) push second hand through other arm hole while dominant hand holds sleeve still
g) with hands on opposite sides of dress, pull down
h) straighten dress for fastening (fastening is not required)

1. Say "Put your dress on" and manually guide student through the task by placing your hands over hers, grasping the dress and following actions a through h in task analysis. Praise and reward student once dress is on. When she allows you to do this with her (without resisting) 4 out of 5 trials for 3 consecutive days, go to next step.

2. Repeat step 1 but release student's hands after action g. Say, "Straighten your dress". Praise and reward any attempt she makes toward straightening her dress. Require her to complete more of the task on successive trials before rewarding. When she can independently straighten dress within 10 seconds of request, 2 out of 3 times for 2 consecutive

days, go to next step. If she doesn't comply, use the following correction procedure:

a) Repeat request, put your hands over hers and guide through the task. Praise and reward her when she moves her hands with yours.

b) After second or third trial, fade this prompt while requiring her to complete more of the task for each successive trial:

  i. move your hands to student's wrist with medium pressure and guide through the motions of the task
  ii. move your hands to student's forearm with light pressure
  III. move your hands to her elbow with light pressure
  iv. lightly touch student's arms

3. Repeat step 1, releasing student's hands after step f. Say, "Pull your dress down". If student doesn't comply within 15 seconds of request, use correction procedure in step 2. Reward when student completes actions f and g independently, within 15 seconds of request. When student does this 2 out of 3 times for 2 consecutive days, go to next step.

4. Repeat step 1, releasing hands after action e. Say, "Put your arm through". Use correction procedure in step 2 if student doesn't comply. When student completes actions f through h independently within 30 seconds of request, 2 out of 3 times for 2 consecutive days (reward each correct trial), go on to next step.

5. Repeat step 1, releasing hands after action d. Say, "Put your arm through". When student completes actions e through h independently within 45 seconds of request, 2 out of 3 trials for 2 consecutive days, go to next step.

6. Repeat step 1, releasing hands after action c. Say, "Pull the dress over your head". When she completes actions d through h within one minute of request, 2 out of 3 times for 2 consecutive days, go to next step.

7. Repeat step 1, releasing hands after action b. Say, "Pull the dress over your head." When student completes actions c through h within 90 seconds of request 2 out of 3 times for 2 consecutive days, go to next step.

8. Hand dress to student and say, "Put your dress on". When student independently completes actions b through h within 2 minutes of request, 4 out of 5 times for 3 consecutive days go to Program 5.4.25. When student meets that performance criteria, repeat step 8.

Independently Puts On Socks 5.4.19

PERFORMANCE OBJECTIVE:

When student is seated in a chair with socks and shoes having been removed and when presented with a pair of socks and requested to put them on, student will independently complete all steps for putting on socks, as detailed below, within one minute of request on four of five trials across three consecutive sessions.

MATERIALS:

Various sizes of socks

SUGGESTIONS FOR INSTRUCTION:

1. Place 2 oversize socks on the table in front of the student. Instruct student, "Put on your socks". Assess student on task analysis detailed below. Note the level of assistance needed to perform each step.

   Task Analysis

   a) straighten one sock
   b) grasp at the top with thumbs inside
   c) insert toes in neck of sock
   d) pull sock to mid-arch
   e) pull sock to over ankle and all the way up
   f) repeat with other sock on other foot

2. Physically guide the student through steps 1.a-1.e allowing student to do what he can unassisted. (Assistance might be: 100% hand held pressure; 75% wrist held pressure; 50% forearm pressure; 25% bicep pressure; physical demonstration using another sock and pantomiming action; giving only verbal instructions.)

3. Repeat step 2, withdrawing assistance on step e and rewarding student upon unassisted completion of step e.

4. When student completes step e with no assistance 2 out of 3 trials, withdraw assistance on steps d and e and reward student upon unassisted completion of steps d and e.

5. Continue to add another step (in reverse order of the task analysis), when student completes previous step unassisted in 2 out of 3 trials.

6. When student reaches performance criterion level on the oversized socks, then reduce the size and repeat steps 1 through 5 until criteria has been reached.

Independently Puts on Shoes 5.4.20

PERFORMANCE OBJECTIVE:

When student is seated in a chair and upon being given a pair of shoes and requested to put them on, student will independently complete all steps in task analysis as detailed below, within one minute of request on two of three trials across three sessions.

MATERIALS:

Shoes and colored tape

SUGGESTIONS FOR INSTRUCTION:

1. Place 2 shoes in front of student. Instruct the student "Put on your shoes". Assess student's performance on the task analysis detailed below. Note the level of assistance needed to perform each step.

   Task Analysis

   a) picks up one shoe
   b) loosens shoelaces or undoes buckles to make opening as large as possible
   c) inserts toe of correct foot in opening
   d) pulls shoe on and up and over heel, using pulling and pushing movements
   e) adjusts shoe and sock
   f) repeats process with other shoe

2. Physically guide the student through steps a-e, allowing student to do what he can unassisted. (Physical assistance might be: 100% hand held pressure; 75% wrist held pressure; 50% forearm pressure; 25% bicep pressure; demonstration by teacher using another shoe and pantomiming the action; or verbal instructions only.)

3. Repeat step 2, withdrawing assistance on step 1.e and rewarding student upon unassisted completion of step 1.e.

4. When student can complete step 1.e without assistance 2 out of 3 trials, withdraw assistance on steps 1.d and 1.e and reward only upon unassisted completion of steps 1.d and 1.e.

5. Continue to add another step (in reverse order of the task analysis) when student completes previous step unassisted on 2 out of 3 trials.

6. If student does not know which foot goes in which shoe on step 1.c, place a piece of colored tape on toe of one foot and on the upper heel of correct shoe. Do not proceed to step 1.b until tape has been gradually faded out.

Laces Shoes Independently 5.4.21

PERFORMANCE OBJECTIVE:

When presented with one shoe having laces which are laced completely except for top two holes, student will complete all steps in correct sequence of shoelacing task analysis, as detailed below, within two minutes of request on four of five trials across three consecutive sessions.

MATERIALS:

Shoes with laces or lacing board (optional)

SUGGESTIONS FOR INSTRUCTION:

1. Place one shoe with laces in front of student. Instruct student, "Lace the shoe". Assess student's performance on the task analysis detailed below. Note the level of assistance needed to perform each step.

   Task Analysis

   a) grasps the end of one lace in a pincer grasp
   b) pulls it over to other side
   c) places tip of lace through hole from inside to outside
   d) pulls lace all the way through the hole
   e) repeats with other lace.

2. A larger lacing board may be used if fine motor control appears to warrant it. In this case, follow the same steps of this procedure on the lacing board.

3. Physically guide the student through steps a to d, allowing student to do what he can unassisted. (Physical assistance might be: 100% hand held pressure; 75% wrist held pressure: 50% forearm held pressure; 25% bicep pressure; physical demonstration using another shoe or lacing board; verbal instruction only.)

4. Repeat step 3, withdrawing assistance on step d and rewarding only upon unassisted completion of step d.

5. When student can complete step d with no assistance in 2 out of 3 trials, withdraw assistance on steps c and d.

6. Continue to add another step (in reverse order of the task analysis) when student completes previous step unassisted in 2 out of 3 trials.

7. Continue until criteria has been reached.

Dresses Self in Pullover Garment 5.4.22

PERFORMANCE OBJECTIVE:

When given a pullover garment and requested to put garment on, student will pull garment over head and place arms in sleeves appropriately within four minutes of request and without assistance on 90% of trials across three consecutive days.

MATERIALS:

Student's own T-shirt, sweater, or other pullover with stretched neck, large enough to fit head through easily.

SUGGESTIONS FOR INSTRUCTION:

1. Teacher puts shirt on the student, but shirt is not pulled down for last 3 inches. Teacher says, "Pull your shirt down." If student complies within 10 seconds of request on 3 of 3 trials, for 2 consecutive days, go to next step. If not, use one of the following correction procedures: Teacher repeats **instructions** and demonstrates the desired response or has a peer demonstrate. Teacher praises and rewards peer in front of the student; teacher fades the demonstration by performing less of task until teacher merely has to point; then teacher fades pointing by increasing the amount of time between the request and prompt while rewarding student for completing the task at a higher rate each time until he responds to verbal request.

   Alternately, teacher will guide the student through the task by holding his hands over the student's and moving through the motions; fading this prompt by decreasing the amount of pressure while moving his hand back to student's wrist, elbow, and then shoulder; finally, touching student's arm slightly.

2. Repeat step 1 with shirt on except for last 6 inches.

3. Repeat step 1 with shirt on under arms.

4. Repeat step 1 with shirt around back of head.

5. Repeat step 1 with shirt over head.

6. With student's dominant arm in the sleeve only, teacher says, "Put your arm in." If student places arm in the sleeve within 30 seconds of request on 3 of 4 trials for 3 consecutive days, as well as pulling shirt down, go to next step. If not, use correction procedure.

7. With pullover gathered up, teacher tells student to place arms in sleeves. When student places both arms in and pulls shirt down within 3 minutes of request on four of five trials for three consecutive days, go to last step.

8. With pullover on table, teacher says, "Put your shirt on." Use correction procedure for the part of task student has difficulty with. When student puts his shirt on within 4 minutes of request, 90% of trials correct for 3 consecutive days, the program is complete.

Buttons Three Buttons Independently 5.4.23

PERFORMANCE OBJECTIVE:

When wearing a garment having three unfastened buttons and when requested to button the garment, student will button the garment without assistance within one minute of request on four of five trials across three consecutive days.

MATERIALS:

Shirt, coat, jacket, with three 1" buttons

SUGGESTIONS FOR INSTRUCTION:

1. Say, "Button the ____".

2. If no response within 5 seconds, stand behind student, reach around in front with your hands and demonstrate buttoning the garment by:
   a) holding the button with one hand
   b) pulling the button through the button hole with the other hand

3. Say, "Now you button it".

4. If no response within 5 seconds, use physical guidance in the same manner as in step 2, placing student's hands on button and guiding button through button hole. Reward all approximations.

5. Gradually reduce physical assistance, using only verbal instructions. Repeat step 1. Continue until criteria has been reached.

Selects Own Clothing 5.4.24

PERFORMANCE OBJECTIVE:

When clothes are in student's own drawers and closet and student is requested to locate his or her clothes, student will find clothes on 80% of trials across five consecutive days.

MATERIALS:

Student's clothes, dresser

SUGGESTIONS FOR INSTRUCTION:

Tell student to "Get your clothes," Student should:

- go to underwear drawer, open it up and take out underwear
- go to sock drawer, open it up and take out a pair of matching socks
- go to pants drawer, open it up and take out a pair of pants
- go to shirt/blouse drawer and remove shirt/blouse
- go to closet and remove a dress/suit/skirt
- locate matching shoes
- go to drawer/closet and remove sweater if weather requires

The student should place all of the above on a table, bed or chair within 10 minutes of request, 4 out of 5 days in a row. If student has difficulty with any step, see below.

1. Ask student, "Where is your underwear?" If he goes to correct drawer/closet and removes underwear, praise him and say, "Put it on the table/bed." When student can independently locate underwear and put it on the desired furniture 2 out of 2 days in a row within 30 seconds of request, reward correct trials and repeat this procedure for each step above. If student does not comply, break the request down into:
   a) go to drawer
   b) open drawer
   c) remove garment
   d) close drawer
   e) put garment on table

2. If student does not comply, repeat request and demonstrate the desired response or have a peer or sibling demonstrate (reward demonstrator in front of student after saying, "Good, you got the underwear.") Fade this slowly by demonstrating

less of the task and requiring increasing amounts of independence before rewarding on successive trials. Reward student for all correct performances.

3. If student still does not comply, physically guide through the task by:
   a) Placing your hands on his shoulders and walking him to dresser/closet. Praise and reward him when you get to dresser/closet. Fade this prompt by guiding him 100% of the way at first, then 75% of the way, 50% and 25% until he independently goes to dresser/closet on request alone.
   b) Place your hands on his and move through the motion of the task (i.e., open drawer, remove garment, close drawer). Fade this prompt by decreasing amount of pressure applied to student's hands as you slowly move your hands to his wrist, elbow, then shoulders on successive trials until he can complete the task independently.
   c) Repeat 3a for guiding the student from dresser/closet to the place he is to put the clothes. Reward all successive attempts student makes toward completing the task independently.
4. Fade physical guidance until student can complete task independently on 80% of trials across five consecutive days.

Distinguishes Front and Back of Clothing 5.4.25

PERFORMANCE OBJECTIVE:

When one garment is placed in front of student and student is requested to find the front and then the back of the garment, student will distinguish front from back independently within 10 seconds of request for three of three trials across four consecutive days.

MATERIALS:

Assortment of student's clothes including (but not limited to) pants, shirt and coat.

SUGGESTIONS FOR INSTRUCTION:

1. Place pants on table and say, "Front of pants" while touching the side the zipper and snap are on, or the side the tag is not on.
2. Say, "Touch the front of the pants".
3. If student responds correctly, continue step 2 using the remaining articles of clothing. If student's doesn't respond within 10 seconds of request:
    a) Demonstrate or have a peer demonstrate by touching front side of garment. Reward peer in front of student. Repeat request. Fade modeling until student can touch the front side of the garment within 10 seconds of request alone.
    b) If student doesn't respond to modeling, repeat request and guide hand to front side of garment. Praise and reward once student's hand is on front side. Fade this prompt until student can independently touch the front of the garment within 10 seconds of request alone.
4. Repeat steps 1 to 3 for shirt, coat, and other garments.

Laces Shoes 5.4.26

PERFORMANCE OBJECTIVE:

When given one shoe with a lace across two bottom holes only, and requested to lace the shoe, student will completely lace shoe independently within five minutes of request on eight of eight trials across three consecutive days.

MATERIALS:

Shoe with at least 10 holes to lace

SUGGESTIONS FOR INSTRUCTION:

1. Pull laces out of the top two holes and instruct the student to "Lace your shoes".
    - a) place one lace in student's fingers
    - b) place your fingers over student's in a pincer grasp (thumb and forefinger squeezed together)
    - c) push end of lace through first hole on opposite side from the center of shoe to the outside
    - d) guide the student's other hand in a pincer grasp to pull the lace all the way through
2. Decrease your assistance (while rewarding the student for attempting to independently complete more of the task on successive trials) after 5 trials
    - a) hold student's hand with only medium pressure to guide her through the motion of the task
    - b) hold wrist lightly and guide
    - c) hold elbow lightly and guide
    - d) very lightly touch elbow until student can lace on request alone

3. When student independently puts lace through opposite hole within one minute of request, four out of five trials for 3 consecutive days, repeat steps 1 and 2 with second lace.
4. Pull laces out of top four holes and repeat steps 1-3.
5. Pull laces out of top six holes and repeat steps 1-3.
6. Pull laces out of top eight holes and repeat steps 1-3.
7. When student laces eight out of eight holes correctly within 5 minutes of request for three consecutive days, the criteria has been reached.

Dresses and Undresses 5.4.27

PERFORMANCE OBJECTIVE:

When wearing a complete outfit and requested to remove clothing and then to dress self, student will undress and dress completely, without assistance and with clothes properly positioned within 20 minutes of request on four of five trials for three consecutive days. (Student may be given assistance for very difficult items, such as those having back buttons or with laces.)

MATERIALS:

Complete outfit student wears

SUGGESTIONS FOR INSTRUCTION:

1. Teacher says, "(Student's name), take off all your clothes." Student should:
    - a) remove hat (Program 5.4.6)
    - b) unzip (5.4.6), unsnap (5.4.9) or unbutton (5.4.17) coat/sweater
    - c) remove coat/jacket/sweater (5.4.8)
    - d) untie shoes (5.4.10)
    - e) remove shoes (5.4.3)
    - f) remove socks (5.4.4)
    - g) unsnap (5.4.9) or unbutton (5.4.17) pants/skirt
    - h) unzip (5.4.7) pants/skirt
    - i) remove pants/skirt (5.4.12)
    - j) unsnap (5.4.9) or unbutton (5.4.17) shirt/blouse/dress
    - k) remove shirt/blouse/dress (5.4.8)
    - l) remove underpants (5.4.11)

    within 10 minutes of request, 90% of the time correctly and independently for 3 consecutive days.

2. Note at what step student has difficulty and refer to the program listed beside that step for remediation.

3. Teacher says, "(Student's name), put your clothes on."
   Student should:
   a) put on underpants (Program 5.4.15)
   b) put on socks (5.4.19)
   c) put on dress (5.4.18)
   or d) put on slipover garment (5.4.22)
   and/or e) put on shirt/blouse (5.4.13)
   f) button shirt/blouse/dress (5.4.23), you may help with snaps
   g) put on pants/skirt (5.4.16)
   h) button pants/skirt (5.4.23)
   i) zip pants/skirt (5.4.7)
   j) put on shoes (5.4.20)
   k) you may tie shoes if student is unable to
   l) put on jacket/coat/sweater (5.4.13)
   m) button (5.4.23) or zip (5.4.7) coat/sweater/jacket
   n) put on hat

   independently within 10 minutes of request, 90% of the time for three consecutive days.

4. Note at what step the student has difficulty and refer to the program listed beside that step for remediation.

5. If student puts on clothing backwards, refer to Program 5.4.25.

6. If student puts on clothing correctly but in the wrong order remind him by saying, "(Student's name) put on (garment) first." Praise and reward student each time he puts on appropriate article first. Slowly fade this prompt by lowering your voice after several trials, until you merely move your lips. Then just open your mouth. Each time, reward student for putting on article in correct order in response to decreased prompt. Continue this program until criteria is reached.

Ties Shoes With Bowknot 5.4.28

PERFORMANCE OBJECTIVE:

Given an untied, laced shoe and requested to tie the shoe, student will tie shoe using a bow knot, independently, within four minutes of request on four of five trials across three consecutive days.

MATERIALS:

Student's laced shoe.

SUGGESTIONS FOR INSTRUCTION:

1. Teacher models tying the lace using a bowknot, and instructs students to watch teacher's hands.

2. Teacher says, "Tie your shoes," and places the ends of laces in student's fingers, using pincer grip.

3. Teacher puts the student through the motions of crossing laces and going under and through the loop formed by the crossed laces, pulling them tight.

4. Teacher helps student make the first loop with one lace.

5. Loop is made with the other lace and is placed in student's other hand .

6. Loops are crossed and placed together in one hand.

7. With the other hand, one loop is placed through the hole made at the bottom of the intersection of the two loops.

8. Teacher holds one loop in each hand, using pincer grip, and pulls the loops simultaneously, forming a bowknot.

9. Teacher repeats steps 2 through 9, gradually decreasing the amount of help given the student.

10. Teacher holds the student's wrist with medium pressure and guides him through the motions of the task for 4 trials, three consecutive sessions.

11. Teacher holds the student's elbow lightly and guides him through the motions until he can tie the bowknot within 4 minutes of request alone, 4 out of 5 trials for 3 consecutive days.

NOTE: Another approach to this lesson is to use a backward chain procedure. The teacher guides the student through steps 2 to 8 and requires him to complete the last step, 9, independently at a performance criteria of 4 out of 5 times for 3 consecutive days. Teacher then guides him on steps 2 through 7 and requires that he independently complete steps 8 and 9. Teacher continues this backward chain until student independently performs all steps on request alone.

Stays Away From Common Dangers 5.5.1

PERFORMANCE OBJECTIVE:

The student will stay away from common dangers such as hot stove, iron, heating vents, sharp objects, running into the street, opening car doors, etc., 90% or more of the time.

MATERIALS:

Star chart (if desired)

SUGGESTIONS FOR INSTRUCTION:

1. Explain thoroughly to student about the danger. Have him carefully feel how sharp or hot an object is. Have student repeat after you several times that the danger will hurt him.
2. When teaching a student about one particular danger, ask him several times a day to tell you why it's dangerous until he can answer correctly twice a day, three days in a row. Praise student for correct answers and for remembering to stay away from the danger.
3. If necessary, after student deliberately goes too close to the danger, place him in time out (in a chair, or a corner) for 2-5 minutes every time it occurs. Also, you could make a star chart and reward student with stars once or twice daily for avoiding the danger. Continue chart for several weeks until student has had 90% success for at least five days in a row.

States Full Name 5.5.2

PERFORMANCE OBJECTIVE:

Upon request to state his name, student will state his full name clearly and correctly to two different adults, with no more than one prompt per person, within 30 seconds of request for two out of two trials per day per adult for four consecutive days.

MATERIALS:

Tape recorder and recording of student-s name repeated several times, ear plugs, rewards.

SUGGESTIONS FOR INSTRUCTION:

1. Tape record the student's name, repeated in succession for several minutes. Place the ear plug in student's ear and turn volume to predetermined level of speech.
2. Teacher will face student and say, "What is your name?" Tape recorder will then be turned on, and teacher will wait up to 30 seconds for student to state his first name. Reward student for correct response. Student may be prompted once by asking, "What is your name, (Name)?"
3. Continue procedure until student says his first name within 30 seconds of request over two days in succession for nine of ten trials.
4. Repeat step 1, adding student's last name.
5. Continue procedure, but turn recorder volume down to whisper.
6. Without tape recorder, ask student his name and, if necessary, prompt by whispering first syllable. Decrease prompt and continue asking student his name until he states his full name within 30 seconds of request for nine of ten trials over two days.
7. Randomly throughout the day, the same teacher should ask the student his name. In addition, another adult should ask the student to say his name. Both should praise the student for correct response, or prompt with a whisper if necessary.
8. Tell student the importance of saying his full name to a policeman or other adult if he should become lost.

Plays Outside and Returns Home Safely 5.5.3

PERFORMANCE OBJECTIVE:

Student will play in front yard or as far away from own residence as several houses or several hundred yards, without adult supervision, and will return home safely after 15 minute periods over three consecutive days.

MATERIALS:

None

SUGGESTIONS FOR INSTRUCTION:

1. During a walk around the neighborhood with the student, talk about who lives in nearby houses and the best way to reach certain destination. If student is permitted to cross the street, instruct him to cross only at corners and cue with "stop","Look," and "listen". When student demonstrates sufficient knowledge of procedures while with adult, move to step 2.
2. Arrange in advance with a neighbor for student to visit. Call the neighbor when student leaves own residence and ask that the neighbor return call when student arrives. Reverse the procedure when student is going to return home. When student has successfully walked alone to the neighbors three times, proceed to step 3.
3. Gradually allow student to go about the neighborhood unattended, gradually increasing time from five to 15 minutes. Set restrictions as to where the student may and may not walk unattended.

States Full Home Address 5.5.4

PERFORMANCE OBJECTIVE:

When asked by two different adults, student will state his own address clearly and correctly, including number, street and city, within one minute of request for two of two trials per day for each adult for three consecutive days.

MATERIALS:

Paper with address printed in large numbers and letters.

SUGGESTIONS FOR INSTRUCTION:

1. Student should understand the importance of knowing his address and associating it with his home. Teacher should show the student numbers printed on other houses, different street names, addresses and telephone books for other people he knows. He should also be shown mail, preferably addressed to his house, and should know that mail is not delivered without an address.
2. Student is shown his own address printed in large letters. Ask student to repeat each number, street, and city as they are pointed to by the teacher. Teacher should make it into a game, seeing if the student can "read" the words by himself.
3. Cover the city name with a piece of paper, cue the student with "What is your address?", and point to remaining uncovered letters. Prompt student with hints to state his own address. When student remembers city name without prompting for four of five trials, proceed to step 4.
4. Repeat step 3, with street and city name covered, until student responds correctly for four of five trials within one minute.
5. Repeat procedures, gradually covering numbers in the address. Uncover each letter and name as student recites them. Reward student for reciting address within one minute of request. Continue until student meets criteria of four of five trials over two consecutive days.
6. Randomly throughout the day, teacher and one other adult ask student to give his address and praise correct response until student meets final performance criteria. If possible, have a local policeman ask the student his address.

States Birthdate and Month

PERFORMANCE OBJECTIVE:

Within one minute of teacher's request to state his birthday, student will state birth date and month on four of five trials for three consecutive days.

MATERIALS

Calendar, pen

SUGGESTIONS FOR INSTRUCTIONS:

1. Show the student his birthdate on a calendar. Discuss the importance of the day, when it is coming, etc. Circle the date on the calendar.

2. Ask the student, "When is your birthday?" Point to the calendar and ask student to say the month and date several times, repeating after teacher if necessary.

3. Ask the student to tell you his **birthday** without looking at the calendar. Teacher may state the month, and student must remember the day. Continue until student responds correctly for four of five trials across two consecutive days.

4. Student states month and day within one minute of request for four of five trials across three consecutive days. Repeat earlier steps, prompting when necessary until criteria has been reached.

States Telephone Number 5.5.6

PERFORMANCE OBJECTIVE:

Within one minute of request, student will clearly state telephone number to each of two adults on two of two trials per day per adult for three consecutive days.

MATERIALS:

Toy telephone, paper and pen.

SUGGESTIONS FOR INSTRUCTION:

1. Student associates a set of numbers as his telephone number. Student is shown his telephone number in a phone book, and is told that people use the number to call his home. Make a class telephone book and ask student to find his number.

2. Write the student's number in large print and ask him to repeat the number while you point to each one. Cover the first number, ask student to state his whole telephone number (if he can read) or just the first number (if he cannot read numbers). When student recalls the first number for five of five trials, proceed to step 3.

3. Cover first two numbers and ask student to say them, or to say his whole telephone number. Praise for correct response until student completes five of five trials successfully.

4. Repeat step 3 uncovering one more number each time until student can say his whole telephone number without visual or verbal cues within one minute of request on five of five trials.

5. Teacher and one other adult ask student his telephone number on random occasions two or three times each, praising correct answers, until student meets final criteria. Ask student to recite number to class, his parents, etc. Tell the student the importance of knowing his telephone number in the event he becomes lost.

Names At Least One Danger 5.5.7

PERFORMANCE OBJECTIVE:

Within one minute of request, student will name at least one dangerous activity (playing with matches, touching hot stove, etc.) on two of two trials for three consecutive days.

MATERIALS:

Chart of dangerous items and activities

SUGGESTIONS FOR INSTRUCTION:

1. This objective is effectively taught to a group and can be modified for one student. Make a wall chart with pictures of such dangerous items as knives, needles, hot stove, iron, matches, poison, pills. Make paper covers for each picture. Go over the chart with group of students, discussing how each object is dangerous.

2. Cover all of the pictures and ask each student to recall one of them. Write or pin student's name next to the danger he is able to state, uncover the picture, and praise student. Continue until all students name one danger each for three consecutive days.

3. Remove the chart and ask students to name the dangers twice each day. Continue until they meet final performance criteria.

Demonstrates Dialing of Own Phone Number 5.5.8

PERFORMANCE OBJECTIVE:

On request to demonstrate dialing own telephone number, student will dial all seven numbers correctly and with sufficient physical accuracy that the connection would be made if telephone were real, for three of three trials across three consecutive days.

MATERIALS:

Toy and real telephones, telephone number written on paper in large numbers.

SUGGESTIONS FOR INSTRUCTION:

Student should pass prerequisite of being able to state own telephone number on request (refer to Program 5.5.6) before beginning this program. Write student's own telephone number in large print on piece of paper. Show student numbers on telephone and ask him to find his own numbers. Physically guide his hand and finger through the process of dialing his number several times until he is familiar with the procedure. Teacher demonstrates pulling the number hole firmly to the stop, and does not dial succeeding number until the dial has stopped.

2. Ask student to dial numbers on a toy telephone as teacher states them until he completes the dialing accurately for three of three trials across two consecutive days.

3. Ask student to state numbers himself while he dials until he completes process accurately for three of three trials across two consecutive days.

4. Use a real telephone to permit student to call own home. Bring to student's attention that receiver must be off the hook and he must listen for dial tone before he begins dialing. Continue procedures until student meets final performance criteria, making adjustments in above steps as necessary if telephone has buttons instead of dials.

Crosses Street Safely 5.5.9

PERFORMANCE OBJECTIVE:

When requested by an adult to demonstrate how he crosses a street, student crosses street carefully by looking in both directions from a corner, then brisky walking straight across while continuing to look for cars on two of two (or more) trials per day for five days.

MATERIAL:

None

SUGGESTIONS FOR INSTRUCTION:

1. Demonstrate the proper procedure for crossing the street while student watches. E.g., teacher will look in one direction and then the other from a corner while vocalizing what he is doing (i.e., "There is no car coming this way, no car coming from that way, I can cross now.") Teacher will walk directly across street, in a cross walk if possible, while continuing to watch for cars.
2. Have student participate, imitating vocalisations, for five trials.
3. Have student escort teacher across street, directing teacher at every step. Continue until student completes process to criteria over five consecutive trials.
4. Watch while student crosses street, intervening only if necessary, until student meets final performance criteria.

States Danger of Putting Foreign Objects Into Mouth 5.5.10

PERFORMANCE OBJECTIVE:

When asked whether he can put certain items in his mouth, student will state the danger of putting foreign objects in his mouth within one minute of request for nine of ten trials across three consecutive days.

MATERIAL:

None

SUGGESTIONS FOR INSTRUCTION:

1. Certain objects (e.g., electrical wiring, pencils, sticks, any liquid or substance resembling food but not known by student to be food, small objects, etc.), should be pointed out as harmful if placed in mouth. Actual dangers should be stressed. Students can be enlisted as "teachers" who help point out those who put foreign objects into their mouths. Games can stress the danger points by one student naming an object and other students responding with "yes" or "no" if object can be put into mouth safely.

2. Student is repeatedly asked if he can put various objects in his mouth. Prompt him to say, "Yes, because it's food", or "No, it's not food" until student independently answers correctly within one minute to nine to 10 items for three consecutive days.

States Mother's and Father's First Name

5.5.11

PERFORMANCE OBJECTIVE:

Within one minute of request, student will state both mother's and father's first name on two of two trials per name for four consecutive days.

MATERIALS:

Photograph of student's mother and father, paper, pen

SUGGESTIONS FOR INSTRUCTION:

1. Show the student photographs of his mother and father, and tell him their names. Ask student to repeat their names as he points to their pictures.
2. Write name of each parent on paper, and place the names under their photographs. Have student point to and say each name after teacher. Cover mother's name and ask student, "What is your mother's name?" If student answers correctly, uncover her name and praise student. If he cannot remember, prompt with a whisper or by saying first part of her name. Decrease prompts until student responds correctly within one minute of request for three of three trials across two consecutive days.
3. Repeat procedure in step 2 for father's name until student meets final performance criteria.

Demonstrates Ability to Handle Money 5.5.12

PERFORMANCE OBJECTIVE:

When given money either as a reward or to purchase something, student will demonstrate an ability to care for money by transporting it to school or store without losing it, by placing it in a piggy bank or pocket rather than playing with or losing it, for 90% of occasions.

MATERIALS:

Money, storage jar, wallet.

SUGGESTIONS FOR INSTRUCTION:

1. Explain importance of money to student (i.e., that he has to work to receive it and can buy things with it). Explain that you will let him work for some money and then you will take him to the store to buy something. Designate several tasks and what they will pay to the student.

2. When student has earned some money, praise him for hard work and help him find a safe storage location for it. Several days later, take him to the store. If he still has the money, praise him for taking care of it and help him to purchase something. If he has lost the money, point out items in the store that student could have bought, and encourage him to save money in the future. Repeat procedure until student meets final criteria of 90-100% success.

3. Gradually increase student's responsibility for transporting money to and from school also. At first, pin money on student in an envelope and check to be sure it arrived at its destination. Later, give student a wallet and tell him it is his responsibility to give the money to his teacher/parent for a specific reason. Continue to check to make sure the money all arrives until student reaches final criteria. Praise student.

States Procedures To Follow If Lost 5.5.13

PERFORMANCE OBJECTIVE:

When asked what he would do if he becomes lost, student will mention three of the following procedures:a., find an adult and tell him; student will tell the adult his name; b., will tell the adult his address; c. tell the adult his telephone number; d., tell where student's parent was last seen or where student thinks his parent is. Student will respond correctly within five minutes of request for two of two trials per day over three consecutive days.

MATERIALS:

Chart picturing above procedures

SUGGESTIONS FOR INSTRUCTION:

1. This objective is written to teach in a group. It may be modified to teach only one student. Make a chart of the above five procedures student should follow if lost. If possible, attach pictures depicting each scene. While in a group, discuss the chart until all students are familiar with it. Have students role-play a situation wherein one student is lost. Have a student be the parent, another the student, another the adult or policeman. When student gets "lost", have him approach the "policeman" and try to tell him all five procedures. If he cannot remember, have the other students assist.

2. Continue the role play daily until each student has had an opportunity to be"lost" and each can remember at least three of the five proceedures. At some other time in the day, also question the students on what they should do if they are lost until they meet final performance criteria. If possible, ask a local policeman to visit the class after all students have learned the procedure.

Demonstrates Knowledge of Poison Labels 5.5.14

PERFORMANCE OBJECTIVE:

When shown an object having a poison label and asked what the label indicates, student will state that certain labels mean that poison is contained within the object carrying the label, and that the poison will hurt anyone who touches or eats it. Student will respond correctly within one minute of request on three of three trials across three consecutive days.

MATERIAL:

Variety of containers carrying poison labels; e.g., cleansers, bait, lye, etc.

SUGGESTIONS FOR INSTRUCTION:

1. Show student the poison labels and discuss their meaning. Explain that the contents could hurt the student badly if he eats or even touches it. Discuss the fact that the student must tell someone immediately if he touches or eats the poison, and that he will have to go to the hospital.

2. Show the student some new items with poison labels and ask that he point to the word "poison". Continue the procedure until student can point to every poison label over several successive trials.

3. Ask the student, "What does this label mean?", while pointing to a poison label. Prompt with one or two cue words if necessary until student responds correctly within one minute to final performance criteria.

Demonstrates Knowledge That He Should Not Accept Rides From Strangers

5.5.15

PERFORMANCE OBJECTIVE:

When asked what he would do if a strange person asked him to enter their car, student will state that one should not accept a ride from or enter the car with a stranger. Student will respond correctly within one minute of request on three of three trials across three consecutive days.

MATERIAL:

None

SUGGESTIONS FOR INSTRUCTION:

1. Discuss with the student the importance of refusing to enter a stranger's car. Tell student that a stranger might harm him or get him lost. If possible, take student to an area where there are strange people and cars, and have student verbalize that he does not know the people and that he should not enter their cars.

2. Role play a situation with the student in which you approach him as a stranger and offer him a ride. Prompt student as necessary until student says, "No, I can't ride in a stranger's car." Reverse roles and include other students, repeating the situation until student meets final performance criteria.

Uses Key and Knob on Variety of Doors 5.5.16

PERFORMANCE OBJECTIVE:

When asked to demonstrate the locking and unlocking of a variety of doors (car, house, padlock, etc.), student will use a key or turn a knob to operate three of three locks across three consecutive sessions.

MATERIALS:

Access to three different locks, and their keys if necessary (preferably locks familiar to student; e.g., those in his home or car).

SUGGESTIONS FOR INSTRUCTION:

1. Explain to student the importance of knowing how to lock and unlock doors. Demonstrate use of a lock (i.e., if a key is necessary, demonstrate its direction, the direction to turn the key, and use of doorknob).
2. Ask student to select the correct key from several others. After student has used the key to unlock door, ask student to turn doorknob. Physically assist student if necessary until student can manipulate key and doorknob independently for five of five trials.
3. Repeat step 1 until student demonstrates ability to lock and unlock three types of doors.